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A descriptive study of the supervision of bilingual programs for Spanish speaking students during the first year of implementation of Chapter 71 A, Transitional Bilingual Education Act of Massachusetts.

Juan Chimaco Rodriguez Munguia
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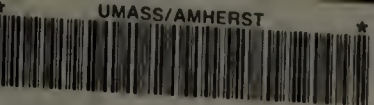
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A DESCRIPTIVE STUDY OF THE SUPERVISION OF BILINGUAL
PROGRAMS FOR SPANISH SPEAKING STUDENTS DURING THE
FIRST YEAR OF IMPLEMENTATION OF CHAPTER 71 A,
TRANSITIONAL BILINGUAL EDUCATION ACT
OF MASSACHUSETTS

A Dissertation Presented

by

JUAN C. RODRIGUEZ MUNGUIA

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

December

1974

Bilingual Education

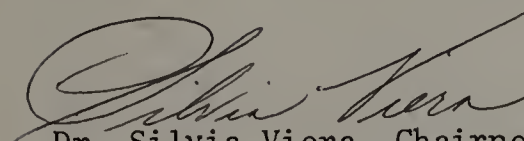
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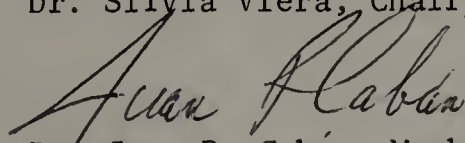
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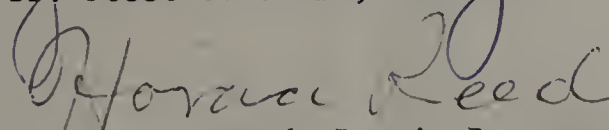
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December 1974

During the great waves of immigration to the U.S.A. in the late nineteenth and twentieth centuries, society turned to the schools as the principal instrument to assimilate the millions of children of diverse nationalities and cultures into the American mainstream. By and large, the schools succeeded in accomplishing this enormous task, but, have failed to carry out this traditional role with respect to Spanish speaking people.

"The excluded student"

Report III of the United States
Commission on Civil Rights.
May, 1972

DEDICATION

I dedicate this work to all the immigrants that arrived in this country facing the language barrier, color and custom.

I dedicate this work to my family who tolerated my dreams.

To Bridget, Juan Patricio and little Teresa my children, especially to Elizabeth my companion and wife who shares with me my happiness and worries. This work belongs to her as well.

DEDICATORIA

Dedico este trabajo a todos inmigrantes que llegaron a este país enfrentándose valientemente con la barrera del idioma color y costumbres.

Dedico este trabajo tambien a mi familia que supo tolerar mis locas ilusiones.

A Brigida, Juan Patricio y Teresita mis hijos, y especialmente a Elizabeth compañera y esposa, quien comparte mis penas y alegrías, a ella tambien pertenece este trabajo.

ACKNOWLEDGEMENTS

This work is the result of the help and support of many people to whom I am indebted.

During the implementation process of Chapter 71 A, I had the privilege of working with community people, teachers, administrators and students to whom I extend my appreciation. Special thanks to the TBE Bureau staff who were most generous in providing their cooperation.

I am most appreciative of Ernest J. Mazzone who gave me the opportunity to increase my professional experience working under his leadership in the implementation of this landmark legislation.

Without the willingness, advice and continuous support of the members of my committee, my Doctorate in Education would not be possible. It is with deepest gratitude that I extend my singular thanks to Dr. Juan P. Cabán, Dr. Jesse S. Ortiz and Dr. Horace Reed.

Special thanks to my Chairperson, Dr. Silvia Viera, Director of Bilingual-Bicultural Education Program, untiring fighter for the cause of Bilingual Education.

Finally sincere thanks to Dr. James Theroux for his technical assistance.

ABSTRACT

A Descriptive Study of the Supervision of Bilingual
Programs for Spanish-Speaking Students During the
First Year of Implementation of Chapter 71 A,
Transitional Bilingual Education Act
of Massachusetts

This study describes the supervision at the state level of the implementing of Chapter 71 A, during the first year of its operation, school year 1972-1973 in the public schools of Massachusetts. This Transitional Bilingual Education Act was the nation's first such mandatory law.

The mandates of Chapter 71 A and Regulations as well as the documents of the Bureau of Transitional Bilingual Education are of particular significance in this study.

In addition, this study assesses the opinions of parents of Spanish-speaking children participating in transitional (bilingual) education programs regarding the implementation of Chapter 71 A and parental involvement. For this purpose a questionnaire was developed and administered by the writer.

The purpose, design and significance of this study are presented in chapter one. Review of the literature pertaining to bilingual education, educational supervision

and parental involvement are presented in chapter two. The social and educational status of the Spanish-speaking people in U.S.A. and in Massachusetts is presented in chapter three.

The description of the supervisory activities related to the program's objectives of the TBE Bureau are presented in chapter four. The parents' opinions regarding bilingual education and parental involvement are explored in chapter five.

Chapter six contains the summary, conclusions, and recommendations based on the findings of this study and the writer's experience.

The writer is a state supervisor in the Bureau of Transitional Bilingual Education which has the responsibility for the implementation of Chapter 71 A, Transitional Bilingual Education Act.

PREFACE

The rationale behind bilingual-bicultural education is that children whose native language is not English learn best when their primary learning experiences in school are undertaken in the mother tongue. This means that basic concepts and skills must be taught in the first language. After the student learns to read in his or her first language, he or she can easily be taught to read in a second language. A second language can be taught as naturally as the language of mathematics, science or music, as long as the first language is the medium for teaching it.¹ Lambert illustrates this new approach referring to the St. Lambert experiment.

At the end . . . the children in the experimental classes became sufficiently skilled in the French language . . . they also come to appreciate French people and French way of life and now consider themselves to be both English and French Canadian in make up.²

Since language is a main cultural characteristic, biculturalism can only exist when bilingualism exists.

¹One of the most important studies in this area has been done by Wallace E. Lambert in Canada; these ideas are presented in: "An Experimental French School for English Children." VII Congress of Sociology, Varna, Bulgaria, September, 1970.

²W. E. Lambert and G. R. Tucker, Bilingual Education of Children: The St. Lambert Experiment (Rowley, Mass.: Newbury House Publishers, Inc., 1972), p. 201.

Biculturalism contributes to the development of a positive self-image by recognizing the historical, psychological, sociological and cultural forces that influence the development of a group of people. Joshua A. Fishman states that:

Bilingualism does not exist in a vacuum; it exists in the context of ethnic, religious and cultural differences. It cannot be supported on a national scale without supporting biculturalism. Biculturalism requires awareness of one's heritage. It can only be enriching for our country to discover that the languages which have recently been brought to our attention are inextricably related to diverse behavioral patterns and behavioral products which can be every bit as acceptable and as valuable as the languages themselves. The language can only function with meaningful patrimonies, can only enrich America and the lives of its citizens.³

³United States Senate Committee on Labor and Public Welfare, Bill to Amend the ESEA Act of 1965 in order to Provide Assistance to LEAs in Establishing Bilingual American Education, Hearings, before a special subcommittee on Bilingual Education, on S. 428, Part 1: May 18, 19, 26, 29, 31, 1967; Part 2: June 24, July 21, 1967, p. 135.

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CHAPTER I

OVERVIEW OF THE STUDY

The concern for the education of non-English speaking people in Massachusetts has been growing since before 1966. The year of 1968 is very important in the history of Bilingual Education in Massachusetts because the Spanish-speaking community began to organize and gather support to do something about the high dropout rate, and the inadequacy of educational services. The Task Force on Children Out of School found that as many as half of Boston's estimated 10,000 Spanish-speaking school children were not in school.⁴ Facts such as this were corroborated more recently by the Massachusetts State Advisory Committee to the U.S. Commission on Civil Rights, February, 1972, which found that in Boston in the school year 1970-1971, out of 176 Spanish-speaking students enrolled in high school, only three graduated.⁵

In response to this problem, in 1970 a state-supported bill was introduced into the General Court for provision

⁴Jeffrey W. Kobrick, "The Compelling Case for Bilingual Education," Saturday Review, April 26, 1972, p. 54.

⁵Massachusetts Advisory Committee to the U.S. Commission on Civil Rights, Issues of Concern to Puerto Ricans in Boston and Springfield, February, 1972.

of a mandatory bilingual education act. It was approved but never funded. In 1971, a statewide coalition was formed in order to assure the passage of the bill. Through the efforts of a state-wide coalition led by the Spanish community and two legislators, Education Committee Chairman Michael Daly and Speaker of the House David Bartley, the legislature approved the bill. The law, Transitional Bilingual Education Act (Chapter 71 A), was signed by Governor Francis Sargent on November 4, 1971, and enacted on February 4, 1972 with retroactive effect for school year 1971-1972, making Massachusetts the first state to require bilingual education in the public schools. This time the funds were appropriated.

Purpose of the Study

The general purpose of this study is to describe and discuss the way in which the Massachusetts State Department of Education implemented the Transitional Bilingual Education (TBE) Act, Chapter 71 A.

More specifically the purposes of this study are:

1. To describe the state level supervision of bilingual education in terms of the program objectives of the Bureau of Transitional Bilingual Education of the Massachusetts Department of Education.
2. To assess the opinions of parents of Spanish-speaking children concerning the implementation of Chapter 71 A and parental involvement in bilingual education.

The study will cover the first year of the

implementation of the Transitional Bilingual Education Law, Chapter 71 A, Acts of 1971 (school year 1972-1973). It is limited to programs for Spanish-speaking students in the public schools of Massachusetts, focusing mainly on the elementary level.

Significance of the Study

The importance of this descriptive case study of the implementation of mandatory bilingual programs is that it will provide a base of knowledge for future administrators and supervisors in charge of such program implementation in states with similar laws. Currently there are about eleven states in the country having similar legislation. The study will recommend planning improvements that should result in better educational opportunities for the Spanish-speaking children in the public schools in North America.

Educators, politicians and governmental agencies have often expressed the need for research and studies of the Spanish speaking population. The writer hopes that this study will provide valuable information in this regard.

Design of the Study

In order to describe the initial implementation of Chapter 71 A, documents and data from the Massachusetts Department of Education and LEAs are reviewed and analyzed.

In addition, interviews were conducted and meetings were held with people at state and local levels involved with bilingual education.

Of particular significance in this study are the documents of the Bureau of Transitional Bilingual Education which has the responsibility for the implementation of Chapter 71 A in Massachusetts. The writer is a State Supervisor in that Bureau.

The following documents were collected and used to describe the implementation of Chapter 71 A:

- a) Chapter 71 A, the Transitional Bilingual Education Act of Massachusetts.
- b) Regulations and guidelines related to Chapter 71 A.
- c) Regulations and guidelines for teacher certification in Transitional Bilingual Education.
- d) Memorandums and guidelines from the State Department of Education regarding the implementation of TBE programs.
- e) Program objectives of the Bureau of TBE for 1972-1973.
- f) LEA school census reports of Spanish-speaking students.
- g) The minutes of the Massachusetts Bilingual Advisory Council.
- h) Evaluation reports of the on-site visit and task force evaluation reports.
- i) Newspaper articles.

The writer participated in the implementation of Chapter 71 A. The following activities of the writer will complement the above-listed documents in providing the

information base for the study:

- a) Meetings with State Educational Agency members.
- b) Meetings with Local Educational Agency members.
- c) Meetings with leaders, members and advocates of the Spanish Community.
- d) Meetings with teachers and aides of bilingual education.
- e) Meetings with parents of native Spanish-speaking students enrolled in TBE programs.
- f) Meetings with native Spanish-speaking students enrolled in TBE programs.
- g) Participation in conferences, seminars, and workshops.
- h) Participation in various task forces and committees related to bilingual education.

A second major objective of the study is to assess parental opinion regarding the implementation of Chapter 71 A, and parental involvement in bilingual education. To achieve this objective the writer developed and administered a questionnaire to the parents of Spanish-speaking students with limited English speaking ability. A non-random sample of parents in selected cities and towns of Massachusetts with Transitional Bilingual Education programs completed the questionnaire in 1973. The study population was composed of PAC members of the TBE programs in the cities of Cambridge, Fitchburg, Lynn, and Worcester. The total number of parents involved was forty-nine. The questionnaire was in Spanish and was anonymous.

On the basis of this survey, the above listed documents,

and the writer's experience, a concluding chapter will be written which includes the following:

1. A summary of key events of the first year of the implementation of the TBE Act in Massachusetts.
2. Recommendations for the implementation of future bilingual programs at the state level.
3. Conclusions based on the results of the parents survey regarding their opinions of the implementation of Chapter 71 A and parental involvement in bilingual education.
4. Recommendations for the supervision of bilingual education at the state level.

Definition of Terms

The following terms are used in the study as indicated below.

- | | |
|--|---|
| Bilingual Education | - the process of teaching and learning, using as a medium of instruction two languages, starting with the native tongue, and progressively mastering the second language until becoming bilingual. |
| Bilingualism | - the capability of using two languages for communication, one of which could be English. |
| English as a Second Language | - the specialized instruction of the English language to non-English speaking students. |
| Transitional Bilingual Education (TBE) | - a full-time program of instruction in all those courses or subjects which a child is required by law to receive and which are required by the child's school district. The courses (1) should be taught in the native language of the children of limited English-speaking ability who are enrolled in the program and in |

English, (2) should include reading and writing of the native language of the children as well as aural comprehension, speaking, reading and writing of English, and (3) should be integrated with the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and with the history and culture of the United States.

- Spanish Speaking - generic term which refers to all the people whose native tongue is Spanish. It does not mean that a person is necessarily fluent in this language.
- Children of Limited English-Speaking Ability - children who were not born in the United States, whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English; includes children who were born in the United States of non-English speaking parents and who are incapable of performing ordinary classwork in English.
- Teacher of Transitional Bilingual Education - a teacher with a speaking and reading ability in a language other than English, in which bilingual education is offered, and with communicative skills in English.
- Local Educational Agency - the public school system of a city or town.
- State Educational Agency - the State Department of Education.

Abbreviations

- TBE - Transitional Bilingual Education
- ESL - English as a Second Language

LEA	- Local Educational Agency
SEA	- State Educational Agency
PAC	- Parent Advisory Council
ESEA	- Elementary and Secondary Education Act
USOE	- United States Office of Education
HEW	- The Office of Health, Education and Welfare
BBE	- Bilingual Bicultural Education
MATSOL	- Massachusetts Association of Teachers of Speakers of Other Languages
OEO	- Office of Economic Opportunity
CAP	- Community Action Program
SDE	- State Department of Education

Organization of the Dissertation

In chapter one the purpose, design and significance of the study are presented.

In chapter two the writer reviews the literature pertaining to the areas of bilingual education, supervision of education programs and parental involvement in education.

In chapter three several studies and reports are examined to explain the social and educational status of Spanish-speaking people in the United States.

Chapter four describes the initial implementation of Chapter 71 A at the state level, focusing on the supervisory activities related to the program objectives of the Bureau of Transitional Bilingual Education.

Attitudes of parents toward bilingual education and parental involvement are explored in chapter five. Results of the analysis of the data obtained through the survey administered to parents of Spanish-speaking children with limited English-speaking ability are presented.

Chapter six contains the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Defining Bilingual Education

In the ESEA Title VII Act of 1965, bilingual education is defined as "instruction in two languages as medium of instruction for any part of or all of the school curriculum."

Mazzone in his workpaper of "Basic Concepts in Bilingual Education" presents the definition in the Manual for Project Applicants, U.S. Office of Education, Title VII, April 21, 1971:

Bilingual Education is the use of two languages, one of which is English, as a medium of instruction.⁶

In the "School for the City," Model Cities Bulletin #2, the following definition is presented:

Bilingual Education is based on the utilization of the primary language as a medium for the instruction . . . the child learns in his first tongue . . . then the second language is introduced.⁷

The Bilingual Education Planning Group (group of doctoral candidates) of the University of Massachusetts,

⁶Ernest Mazzone, "Bilingual Education: Basic Concepts" (Working paper unpublished, Massachusetts Department of Education, n.d.), p. 2.

⁷Barbara Beelar, The New Bilingual Law and Beyond: Model Cities Bulletin #2 (Boston: Massachusetts Department of Education, January, 1972), p. 3.

School of Education, 1972, consider that bilingual education is "an enriching cultural experience for those persons who do not speak the dominant language of the culture in which they live; learn it and become educated, thus able to function, participate and contribute in society." They further state that,

Bilingual-Bicultural is instruction in two or more languages, and the use of all of these languages as a means of instruction . . . of the school curriculum.

The recently enacted Educational Reform Law of Perú defines bilingual education as:

Education using the native tongue starting with the first grade and progressively acquiring the second language until one becomes bilingual.⁸

A definition developed by ASPIRA states that bilingual education is:

A process of total self-development by which a person learns and reinforces his own language and culture while at the same time acquiring the ability to function in another language.⁹

The writer's conception of bilingual education is the following: the process of teaching and learning using as a medium of instruction two languages, starting with the native tongue and progressively acquiring mastery of the

⁸Ministerio de Educación, Ley General de Educación, Decreto Ley #19326 (Lima, Peru: Annex, March, 1972), p. 20.

⁹ASPIRA Bilingual, Bicultural Definition Committee, Columbia, Maryland, March 25-27, 1973.

second language until becoming bilingual. The native culture and the culture of the new environment are important components of this process.

Bilingual education reflects the philosophy of cultural pluralism and promotes understanding among many cultures.

The Role of the Supervisor in Education

Since bilingual programs are a new phenomena, very little has been written in the area of the supervision of such programs. Supervisors of bilingual education have painfully learned from their own experiences, their own problems, and through interaction with supervisors in other fields.

Since there is virtually nothing written in the narrow area of bilingual supervision, literature from the general field of supervision will be reviewed in order to present a model for bilingual education supervision at state level.

The concept and practice of supervision has been changing through the years, from the inspective function in the early days of public schools, to consultancy and leadership in recent years. Regarding the nature of supervision, Barr states:

Supervision is a necessary integral part of any educational program because it is a service of consultancy in the complex and intricate nature of education it is

necessary to keep abreast of current developments in education.¹⁰

In recent years, the emphasis in supervision is on establishing cooperative democratic relationships among students, teachers and the community. Burton and Brueckner in Supervision a Social Process, indicate that:

Supervisory leaders in particular have real and fateful challenges, have an opportunity to contribute immeasurably in formulating the aims of education.¹¹

Teles in his book also indicates that supervision is:

e lideranca educacional, apoio para funcionamento da escola ou sistema de ensino, com base numa acao politica, filosofica e pedagógica.¹²

Unruh and Turner describe supervision in terms of a social process:

as a social process is a means of stimulating, nurturing and appraising the professional growth, it provides for interaction . . . the basis for relationships among people, a method for discovering and developing ideas, it provides for participation, the individual who is denied access to institutions will be able to function as a citizen; also it provides for communication, through which a community of ideas is generated, needs and aspirations are recognized.¹³

¹⁰ A. S. Barr, Supervision (2nd ed.; Appleton-Century Crofts, Inc., 1957), p. 15.

¹¹ William H. Burton and Leo J. Brueckner, Supervision a Social Process (New York: Appleton-Century Crofts, Inc., 1955), p. 44.

¹² José de Sa Teles, Supervisao e Administracao Escolar (Sao Paulo, Brazil: Editora F.T.D., 1968), p. 133.

¹³ Adolph Unruh and Harold Turner, Supervision for Change and Innovation (Boston: Houghton Mifflin Co., 1970), pp. 17-18.

A. S. Barr in Supervision comments that "Supervisory techniques and practices may be derived from the analysis of present practices plus the activities suggested."¹⁴ The derivation of supervisory techniques should come from administrators, teachers or mandates of specific documents.

The writer analyzed Chapter 71 A, the job description for supervisors available at the Massachusetts Department of Education, and the literature related to the role of SDEs to derive and determine the function of supervision on bilingual education at state level. The functions of the supervisor are indicated in the Estudio del Sistema Educativo de Puerto Rico:

1. Planear para mejorar la enseñanza.
2. Investigar los factores que condicionan la enseñanza.
3. Coordinar programas.
4. Evaluar los procesos y las técnicas de enseñanza.
5. Asesorar técnicamente.
6. Trabajar con los distintos grupos de la escuela y la comunidad.
7. Ejercer funciones propias de un líder.¹⁵

Emphasizing the need for the supervisor to be in touch with social reality, Arturo Lemus says that:

Hay necesidad de alguien que estimule,
que promueva, que inspire, que encause

¹⁴Barr, op. cit., p. 15.

¹⁵Estudio del Sistema Educativo, Resumen General y Recomendaciones, Informe de la División de Investigaciones Pedagógicas del Consejo Superior de Enseñanza a la Cámara de Representantes de Puerto Rico (San Juan, P.R., 1962), p. 38.

la educación con sentido social y ésto solamente puede hacerlo el líder de la educación.¹⁶

The writer includes literature in supervision from Latin American authors because the Spanish speaking population in the TBE programs in Massachusetts is mainly Puerto Rican. The Latin American perspective presented here may help administrators to better serve students and teachers of that cultural background. At the same time, the writer is presenting theories and practices from North American authorities because the educational system in which Bilingual Education functions is American.

Regarding the technical assistance functions of a supervisor, A. S. Barr states that:

Supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth.¹⁷

He continues:

Supervision is the study and analysis of the total educational situation . . . operating through a carefully planned program that has been cooperatively derived from the needs of the situation.¹⁸

Regarding the regulatory functions of the supervisor at the state level, the Council of Chief State School

¹⁶ Luis A. Lemus, Planeamiento Integral de la Educación (Guatemala: Editorial Universitaria, 1963), p. 49.

¹⁷ Barr, Supervision, p. 11.

¹⁸ Ibid.

Officers indicates that:

The State Department of Education occupies a central position in the state system of public education. Two important factors account for this position of leadership. First, education is legally and constitutionally a state function and state legislatures have delegated to the department the responsibility of regulating and supervising education within the state. Implicit in this legislative mandate is concomitant responsibility for the improvement of education.¹⁹

Treating the leadership function, the same group continues:

The State Department of Education is the one agency strategically situated in state government to provide statewide leadership in promoting sound educational programs in local school districts. The internal organization of the department and the lines of communication originally set up to facilitate . . . the exercise of leadership in all activities designed to improve education.²⁰

McNerney, talking about the leadership function of the supervisor, states that:

He must be able to bring people of like interest together, stimulating groups to action. He must create an atmosphere in which barriers and boundaries are broken down.²¹

He continues:

¹⁹ State Department of Education Leadership Through Research, Council of State School Officers (Washington, D.C., 1963), p. 2.

²⁰ Ibid.

²¹ Chester T. McNerney, Educational Supervision (New York: McGraw Hill Book Co., Inc., 1951), p. 11.

The function of a supervisor is to give direction to, and provide critical evaluations of the educational process.²²

Parental Involvement and Bilingual Education

Mandates for parental involvement are not new in education. Since the inception of ESEA Title I in 1965, guidelines have always stressed the need for community and parental involvement. This mandate was not fully implemented, however. No authentic community involvement took place for a variety of reasons including local administrators' fears that community participation is an encroachment of their authority and resentment that it constitutes a reflection upon their competence.

Several studies have demonstrated the need for parental involvement in public education in a democratic society.

William A. Yeager indicates that:

The public school is America's peculiar contribution to the cause, continuance, and preservation of democracy . . . thus, the cause of democracy is the cause of public education.²³

The principle of parental involvement has its basis in the fact that education is a social process in which the school is an agency, and all citizens have the right and

²²Ibid.

²³William A. Yeager, School-Community Relations (2nd ed.; New York: The Dryden Press, 1952), p. 7.

the responsibility to participate in educational matters even when we assume that education is the responsibility of the state. Studies in Educational Change indicates that:

Education must never be viewed in isolation; this is especially urgent in the latter part of the twentieth century as education becomes progressively more institutionalized and bureaucratized. Education must always be viewed as part of the mainstream of social development.²⁴

Mario Fantini, an expert in urban education, values parental and community participation because it links the participants and the system. Moreover, through participation parents should gain a better understanding of the intricacies and problems of the professional educator.²⁵

In addition, when Fantini is talking about strategies for change and the utilization of community human resource, he suggests that:

The essential strategy, and one the educational reformer can utilize, is to involve the members of the community in the school process. By so doing, the school will not only reduce the obstacles it faces as a result of negative community pressures, but it can also utilize the valuable human

²⁴Richard D. Heyman, et al., Studies in Educational Change (Toronto, Montreal: Holt, Rinehart and Winston, 1972), p. 2.

²⁵Mario Fantini, "Alternatives for Urban School Reform," Harvard Educational Review, XXXVIII (Winter, 1968).

resources which are available in the community towards its own end.²⁶

The "Guide for Parents and Parent Advisory Councils, TITLE I, ESEA" gives additional reasons for involving parents:

Parents of school age children probably know more about what is going on in the schools than other citizens. As taxpayers, they are concerned with how their tax money is being spent. They should make their views known when the school district asks for more money or when there are school board elections. Their opinions, because they are more closely involved with the schools, are likely to influence the votes of other community members.²⁷

The cooperation and understanding of the community is also mentioned:

Parents, especially those who are really involved in school activities, can help improve school-community relationships. They understand their neighbors' attitudes but, at the same time, know what problems schools have.²⁸

This type of cooperation and relationship will also be meaningful and valuable for the success of bilingual education:

²⁶Mario D. Fantini and Gerald Weinstein, The Disadvantaged: Challenge to Education (New York: Harper & Row Publishers, Inc., 1968), p. 257.

²⁷U.S. Office of Education, "A Guide for Parents and Parent Advisory Councils," Title I ESEA: How It Works (Washington, D.C.: Government Printing Office, 1973), p. 21.

²⁸Ibid.

The success of a bilingual-bicultural education program will depend upon an effective, cooperative effort between community members and the professional school staff. A thoughtfully planned community involvement program will make conditions possible for a spirit of unity of purpose to grow among school and community members.²⁹

²⁹California State Department of Education, A Framework for Elementary and Secondary School: Bilingual Bicultural Education and English as a Second Language Education (Sacramento, Cal., 1974), p. 25.

CHAPTER III

EDUCATIONAL STATUS OF THE SPANISH-SPEAKING
POPULATION IN THE UNITED STATESSize of the Spanish-Speaking Population

Several studies indicate that the Spanish-speaking population in the U.S.A. is large. For instance,

There is an estimated 13.5 million Spanish citizens in the U.S.A. This ranks the U.S.A. in fifth position in the world among nations having Spanish-speaking populations. Only Mexico, Spain, Argentina and Colombia* have a higher Spanish-speaking population. The U.S.A. outranks the fifteen remaining nations including Perú, Venezuela and Chile.³⁰

Armando Rodriguez in his study, "Education for Spanish Speaking," indicates that " . . . an estimated ten million Spanish speaking people is the largest linguistic minority

³⁰ Advisory Committee for the Education of Spanish Speaking and Mexican Americans, Desafio a la Realidad, May 1, 1973, pp. 7-8.

*Mexico: 47,267,000 pop.; Venezuela: 9,686,000 pop.; Argentina: 23,617,000 pop.; Perú: 12,772,000 pop.; Colombia: 19,825,000 pop. Census Report: Latin American Studies, 1972.

Spain: 30,817,000 pop. The Columbia Encyclopedia, 1968, 2009.

Note. On March 4, 1974, the U.S.A. Census Bureau reported that the population of Spanish origin persons in U.S.A. is estimated to be 10.8 million. 1.5 million of Puerto Rican origin; 700,000 of Cuban origin; 700,000 of Central or South American origin; and 1.4 million of other Spanish origin.

U.S. Department of Commerce's Social and Economic Statistics Administration, Washington, D.C., Aug. 7, 1974, CB74-187.

in the United States."³¹

In another study, the U.S. Commission on Civil Rights Mexican American Education Study, indicates that 2,002,667 Spanish surname students attend public and secondary schools in five Southwestern states: Arizona, California, Colorado, New Mexico, and Texas.

The Southwest (six million Mexican Americans), the Northeast (two million) and the Midwest (500,000) are the areas with the largest Spanish-speaking population in the U.S.A.³² The Spanish speakers in New England are mostly Puerto Rican, but include Central and South Americans.

Recently, an increasing number of the Spanish speaking immigrants have been settling in urban areas not only in New York and New Jersey, but also in New England. The table below indicates the number of Spanish-speaking pupils in some northeastern localities.

Inadequacy of Educational Services

The educational situation of non-English speaking students has been a crucial issue for concerned people and institutions for a long time. The plight of Spanish-

³¹ Armando Rodriguez, "Education for Spanish Speaking: Manana in Motion," National Elementary Principal, XLIX (February, 1970), 52.

³² Hector I. Vasquez, "A Demand for Adequate Education for Puerto Ricans," Puerto Rican Forum, Inc., March, 1971, p. 1.

TABLE 1
SPANISH SPEAKING STUDENTS^a

Locality	Puerto Ricans
New York City	300,000
Connecticut	20,000
Massachusetts	5,248

^aFigures presented by Pery Alan Zirkel in his doctoral thesis, "An Evaluation of Effectiveness of Selected Experimental Bilingual Education," West Hartford, Connecticut, 1972, p. 3.

speaking people is especially acute as the following statements indicate:

In Hartford, Connecticut, Puerto Rican pupils have the highest dropout rate of any ethnic or racial group in the city.³³

In 1971 the proportion of Spanish-speaking faculty staff members in Connecticut was "less than 1/10 of 1 per cent."³⁴

In New York City, Vasquez indicated in his presentation at a special meeting of the Board of Regents of the State of New York the following:

The drop out rate for Puerto Ricans in academic High School from the sophomore year to the senior was 51% . . . a rate 5% higher than for blacks and almost double the 27% rate for others mainly white.³⁵

³³Janet Anderson, "Puerto Rican Home: Classroom Scene of Tragedy," Hartford Courant, March 18, 1970.

³⁴Connecticut Department of Education, Bureau of Management and Finance, "The Distribution of Minority Group and Staff in the Public School," Part I, 1971.

³⁵Vasquez, op. cit., p. 2.

Vasquez also describes the dearth of bilingual instruction:

From 125,000 pupils classified as non-English speaking in the city school . . . 75% received no English as a Second Language instruction at all, . . . less than 4,000 are enrolled full time in bilingual programs.³⁶

The figures published by the U.S. Bureau of Census in February, 1971 also paint a dismal picture.

1. Income for Spanish origin families was on the average \$5,600.00 annually, about 70% of that of other families.
2. Spanish origin persons had an unemployment rate of 6%, about 1.7 times the unemployment rate of all other persons in the labor force.
3. Spanish origin workers were less likely to hold white collar jobs than the remaining employed population.
4. Educational level of people of Spanish origin 35 years or older was 8.5 years of schooling compared to the national median of 12.0 years in the same age group.

Federal Support of Bilingual Education

The strongest initiative ever taken in this country for the education of non-English speaking people was the enactment of the Elementary and Secondary Act of 1965, ESEA, Title VII, commonly known as a Bilingual Education Act. The Declaration of Policy states:

In recognition of the special educational needs of the large number of children of limited English speaking ability in the U.S.A., Congress hereby declares it to be policy of the U.S.A., to provide financial assistance to local educational agencies to

³⁶Ibid., p. 543.

develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs. Children of limited English speaking ability means children who come from environments where the dominant language is other than English.³⁷

In hearings before the special subcommittee to amend the ESEA Act of 1965 to provide bilingual education, Cordasco spoke on the importance of bilingual education:

. . . in the history of American education and in our society this is only the second instance in which our society commits its social institutions to the teaching of individual differences . . . your bill courageously confronts for the first time significantly in our educational history the existence of individual differences.³⁸

He continues:

I think it is the point of historic realization . . . for the first time we are willing to affirm that our social institutions must accommodate themselves to the needs of all our people, whatever those needs be, and if a child is Spanish-speaking the fact that he is Spanish-speaking is not to become a handicap or a hindrance.³⁹

The first experiment in bilingual education under Federal funds was instituted in 1963 at the Coral Way School in Miami, Florida, in response to the needs of Cuban refugees. Fooley's evaluation of the program's first year

³⁷(20 U.S.C. 880b) Enacted January 2, 1968, P.L. 90-247, Title VII, Sec. 702, 81, Stat, 816.

³⁸F. Cordasco, Hearing to amend ESEA Act 1965, p. 542.

³⁹Ibid., p. 543.

was positive.⁴⁰

Richardson in her study says that:

after three years, both the Spanish and English students made consistent and significant gains in their second language when compared with a similar control group.⁴¹

Other significant experiments in bilingual education were established in Webb County and San Antonio, Texas, in 1964. Subsequently, pilot programs were established under federal grants or local effort in San Antonio, Texas; Marysville, California; and Pecos, New Mexico. In the Northeast bilingual programs, mainly for Puerto Ricans, sprang up in New York City; early in 1963 at Sands Junior High School in Brooklyn; in 1965 at the City University of New York, and recently in Public School 25. There are bilingual programs also in New Jersey, Connecticut and Massachusetts. Table 2 summarizes the federal effort in 1970.

The Spanish-Speaking Population in Massachusetts

The Spanish-speaking population in Massachusetts is recently arrived, around 1962, and the majority comes from

⁴⁰ Joan T. Feeley, Teaching Non-English Speaking First Graders to Read: Coral Way School, February, 1970, p. 199.

⁴¹ Mabel W. Richardson, An Evaluation of Certain Aspects of Academic Achievement of Elementary Pupils in Bilingual Programs (Miami: University of Miami, 1968).

TABLE 2

FUNDS ALLOCATED BY U.S. DEPARTMENT OF H.E.W.
FOR BILINGUAL EDUCATION; FY 70a

Number of Programs	Total	Funds Awarded	Estimated Number of Participants	Average per Pupil Expend.
59	131	21,181,535	51,918	\$ 408

^aOffice of Education, Division of Plans, ESEA Title VII (Washington, D.C.: Government Printing Office, October, 1970).

Puerto Rico.⁴² Most live below the poverty level, come from rural areas, and have neither professional skills nor command of English.

The research report of The Hispano Population of Cambridge illustrates this situation:

The majority (roughly 50 to 60%) of all Hispanos in Cambridge come from Puerto Rico. Likewise Puerto Ricans represent the longest established segment of the Hispano population in the city. While the majority of all Puerto Ricans in Cambridge have arrived here

⁴²Puerto Rico is the smallest and most easternly of the West Indies group known as the Greater Antilles. Discovered by Columbus in 1493. Area: 3,435 square miles. Capital: San Juan, population 851,247. Settled more than 100 years before the Pilgrims landed at Plymouth. Population: 2,825,000 as of 1972. Density of 834 people per square mile.

Puerto Rico. Published by the Office of the Commonwealth of Puerto Rico in Washington, D.C., Vol. II, No. 1, February, 1974.

within the last five years, some have been in Cambridge as long as twenty-five years.⁴³

The Findings of a Field Survey, Boston's Spanish Speaking Community echo Brown's data.

Six out of ten Spanish speaking households (60.4%) in the city are Puerto Rican . . . and most of the Spanish-speaking in the city have settled in Boston fairly recently . . . 53.0% moved here in 1966 or later.⁴⁴

The cities with the largest concentrations of the Spanish-speaking people in Massachusetts are Boston, Lawrence, Springfield and Holyoke. Smaller Spanish-speaking populations are located in Brockton, Cambridge, Chelsea, Chicopee, Clinton, Fitchburg, Fall River, Framingham, Gloucester, Haverhill, Leominster, Lowell, Lynn, Maynard, Methuen, New Bedford, Northampton, Peabody, Salem, Somerville, Southbridge, Waltham, Westfield, Woburn, and Worcester.

The only federal official source of information regarding the Spanish-speaking population in Massachusetts is the U.S. Bureau of Census, which in its issue of February, 1973 indicates that the total native Spanish-speaking population in Massachusetts is 33,792. The same

⁴³ Susan E. Brown, The Hispano Population of Cambridge, A Research Report, Cambridge Spanish Council, 1973, p. 19.

⁴⁴ Adriana Gianturco and Norman Aronin, Boston's Spanish-Speaking Community: Findings of a Field Survey, ABCD, Boston, Mass., October 1971, p. 3.

Bureau in the issue of June, 1973, The Puerto Ricans in U.S.A. indicates that the Puerto Rican population is only 24,561.

Based on his conversation with community members and on attendance at public hearings,⁴⁵ the author is of the opinion that the Bureau figures are deflated. The Research Report of The Hispano Population of Cambridge provides some evidence of the inadequacy of the U.S. Census:

All things considered, this researcher believes that a fair estimate of the Cambridge Hispano community would be somewhere around 4,500 persons. This estimate, for example, appears much more realistic than the 1970 National Census count of 1,954 persons of Spanish language in Cambridge. As an aside, it should be noted that the invalidity of the Census in relation to the Spanish speaking population has to do with the low proportion of Hispanos who actually received, completed and returned the census form.⁴⁶

Statistical information collected by the Massachusetts State Economic Opportunity in 1972 shows that there are 70,000 Puerto Ricans living in Massachusetts.

The Boston Globe in the issue of July 22, 1974 indicates that

about 150,000 Spanish-speaking now live in Massachusetts, 44,500 make up Boston's Hispanic community, and in addition . . . Hispanic communities are in Lawrence with

⁴⁵U.S. Commission on Civil Rights, Public Hearing, Boston Public Schools, May 12, 1971.

⁴⁶Brown, op. cit., p. 6.

11,600, Leominster with 800, Westfield with 1,000, Holyoke with 6,500, Clinton with 700, Gloucester with 1,000, Maynard with 450, Lowell with 6,800, Springfield with 11,500, Taunton with 1,500 and Worcester 7,000.

Ascertaining the precise number of Spanish-speaking people in Massachusetts is an almost impossible task because of the lack of available data, the inadequacy of the National Census figures, and the dearth of studies that have been completed by any group or individual, public or private. In order to locate the Spanish-speaking population, it is necessary to continuously survey the neighborhood door by door with linguistically qualified personnel.

The Boston Globe provides us with other valuable information regarding the situation of the Spanish-speaking people. The article "The Tempest-Tost" of July 2, 1961 indicates that "the influx of Puerto Ricans to Boston has only begun and will sharply increase." In the article "Puerto Ricans Need Interpreter Here," August 25, 1966, it states "There are between 6,000 and 8,000 Puerto Ricans in Boston and this number is increasing steadily." This total does not include other Latin American populations.

Until 1967 none of the anti-poverty programs in the city of Boston either employed or provided services for Spanish-speaking people. The first community action program for Spanish-speaking people was El Centro De

Accion,⁴⁷ funded by the Episcopal Church. Later in 1967 funds were assigned from the Office of Economic Opportunity through Action for Boston Community Development (ABCD). Carmelo Iglesias⁴⁸ ran the program which later became APCROSS (Association Promoting Constitutional Rights of Spanish Speaking).

Educational Services Provided to the Massachusetts
Spanish-Speaking Population Prior
to the Passage of Chapter 71 A

In Massachusetts, before the passage of Chapter 71 A, the Bilingual Education Act, pressure from the Spanish community and its supporters had been building. In Boston, in 1967 El Centro de Accion presented demands to the Boston School Committee for better schools. In 1968, Frank Bonilla, professor at MIT, demanded expansion of ESL classes.

⁴⁷ El Centro De Accion presented in 1967 several demands to the Boston School Committee, requesting services for Spanish-speaking students, and inciting the community to a series of demands that later were followed by several groups and individuals. In 1968 Frank Bonilla returned from attending a meeting of ASPIRA in New York with regard to the educational needs of Puerto Ricans, and requested that the Boston School Committee expand ESL programs. In 1969 the Boston School Department submitted a Title VII proposal which was approved in June. The grant was \$108,000 to provide six bilingual classes for Spanish-speaking students. The classes were located in the Bancroft, Hurley, Winthrop and Hawthorne schools.

⁴⁸ Carmelo Iglesias, Former Assistant to the Governor, Spanish Speaking Affairs.

In 1970, Alex Rodriguez, now Chairman of the State Bilingual Education Advisory Council, organized a testing program in Boston for the Spanish-speaking children. His purpose was to obtain data in order to sue the Boston Public Schools for their failure in providing educational services to Spanish-speaking children. After several meetings with lawyers and representative leaders of the Spanish community, it was decided to seek legislative action rather than court action. All of these activities were a response to the plight of Spanish-speaking children.

A study done by the Boston Globe in 1971 indicated that in the city of Boston approximately 8,000 children were out of school, the dropout rate was about 90 per cent. From the total school population enrolled, only seven Spanish-speaking students graduated in 1970; four from parochial and three from Boston public schools. The State Advisory Committee to the U.S. Commission on Civil Rights also found a lack of Spanish-speaking teachers and guidance counselors.⁴⁹

Another study done by ABCD, an anti-poverty agency of Boston, surveyed 535 households and discovered that 30.5

⁴⁹Issues of Concern to Puerto Ricans in Boston and Springfield, A Report of the Massachusetts State Advisory Committee to the U.S. Commission on Civil Rights, February, 1972, p. 9.

per cent of the children were out of school.⁵⁰

HOPE of Boston, had a study done in August, 1971 (1,194 families interviewed, with 3,794 children) which indicates that 1,131 children were out of school and from this total, 789 were not registered, 297 were misgraded, and 63 were doubtfully registered.⁵¹

The Report of the Massachusetts Advisory Committee to the U.S. Commission on Civil Rights states:

Despite inadequate statistics, the committee estimated that at least 2,500 Puerto Rican children in Boston are not attending school. In Springfield almost one-third of the Puerto Rican students at Chestnut St. Jr. High School left before graduation.⁵²

Bilingual Programs in Massachusetts
Initiated Before 1971

Efforts in Massachusetts had been made to provide educational services for non-English speaking people before the passage of the Transitional Bilingual Education Law, Chapter 71 A. In 1969, pilot programs for Spanish-speaking elementary students were established under Title VII ESEA federal grants in Boston and Springfield; later in New Bedford for Portuguese speakers. At the same time, a

⁵⁰ "Boston's Spanish Speaking Community," Action for Boston Community Development, Inc., Boston, October, 1971.

⁵¹ Hispanic Office for Planning and Evaluation, Boston, August, 1971.

⁵² Issues of concern to Puerto Ricans in Boston, p. 9.

school volunteer program for Spanish-speaking children was organized in Boston, for tutorial purposes. In addition, a migrant education program was implemented in the summer.

In January of 1970, a "cluster program" was initiated as a result of the negotiations between the Spanish community and the Boston Public Schools. The budget was \$200,000. The clusters were groups of classes with bilingual teachers providing services for Spanish-speaking children. In the spring of the same year, the Department of Bilingual Education was established to coordinate such educational services for non-English speaking students, as ESL, Title VII and the cluster programs.

Currently, there are Bilingual Education programs under ESEA, Title VII in Boston, Chelsea, and Holyoke for elementary age Spanish-speaking students, and in Fall River for Portuguese-speaking students. Springfield and New Bedford finalized their fifth year under Title VII grant. There was also a Title VII program in Lawrence for Spanish-speaking students at the high school level. Most of the cities and towns in Massachusetts have provided English as a Second Language (ESL), in which students spent forty-five minutes a day learning English.

There were 23 cities using this type of program, involving about 407 teachers and 10,000 students. ESEA, Title I, a federal educational program for disadvantaged

people was the principal source of funds.

Another significant effort in Massachusetts before Chapter 71 A was the teacher training program under sponsorship of EPDA (Educational Professional Development Act). This program provided training for bilingual teachers. It conducted summer institutes in 1970 and 1971. In the first summer training was provided to fifty-five teachers in centers located at Boston State College, Lowell State College and Southeastern Massachusetts University. The 1971 summer program provided training for forty-six teachers at centers located in Boston State College, Anna Maria College and Southeastern Massachusetts University. This pioneer program, directed by Ernest Mazzone and administrated by SDE (State Department of Education), prepared a significant number of teachers to work later in the Transitional Bilingual Education Program under Chapter 71 A, and the Title VII programs in Massachusetts.

CHAPTER IV

INITIAL IMPLEMENTATION OF CHAPTER 71 A

Chapter four contains the present study's most essential information. It presents in capsule form the salient characteristics of Chapter 71 A. It identifies the key participants in the implementation of Chapter 71 A; it elucidates the institutional framework within which and by which the new law was implemented; and finally, it reviews the implementation process in terms of the program objectives formulated by the Bureau of TBE.

Salient Characteristics of Chapter 71 A

Mandatory.--The transitional Bilingual Education Act applies to every local school system where there are more than twenty children of a given language group who have limited English-speaking ability. The law requires that each year the school committee determine the number of such students in its district. The law permits a school committee to establish programs in Transitional Bilingual Education for groups which are less than twenty in number.

Transitional.--The Act is "transitional" because every child shall be enrolled in the program for a period of three years or until such time as he achieves a level of skill in the English language which will enable him

to perform successfully in classes in which instruction is given only in English, whichever shall first occur.⁵³

Bilingual-Bicultural.--The program is called "bilingual" because instruction is given in both English and the student's native language. The program is "bicultural" because it deals with the "history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability . . . and the history and culture of the United States of America."⁵⁴

Integration.--The integration of the non-English speaking student is also referred to in Declaration of Policy, Section I of the Law:

The General Court believes that a compensatory program Transitional Bilingual Education can meet the needs of these children and facilitate their integration into the regular public school curriculum.

Section V also states:

Each school committee . . . shall insure the children enrolled in a program of TBE, of practical and meaningful opportunity to participate fully in the extracurricular activities of the regular public school in the city, town or district.

Community participation.--TBE is concerned with parent

⁵³Chapter 71 A, Section 1, Transitional Bilingual Education Law, Commonwealth of Massachusetts, November 4, 1971.

⁵⁴Ibid.

and community participation. Section III states:

The school committee shall notify . . . that their child has been enrolled in a program in TBE, . . . shall inform the parents that they have the absolute right if they so wish to withdraw their child from the program in TBE.

In the regulations of the Law we find that community participation is required on the Board of Examiners, the body responsible for determining the proficiency of bilingual education teachers in the native language and in community involvement. Likewise, the regulations call for the formation of Parent Advisory Committees which will participate in planning, developing and evaluating the district TBE program. Further importance is given to these parent committees by Regulation 41 which states: "After the 1972-1973 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each member of the Parent Advisory Committee."

Student/teacher ratio.--The student/teacher ratio set by the Department of Education is fifteen to one or twenty to one with a teacher aide, who can address the needs of the children enrolled in the program.

Age.--The age span in each classroom according to the regulations of TBE is three years, in order to ensure that the instruction given each child is appropriate.

Cost.--The State is covering the excess cost of the

average per pupil expenditure of the city or town.

This reimbursement shall be made upon certification by the Department of Education. For this purpose the authorized appropriations are as follows:

1.5 million for 1971-1972
 2.5 million for 1972-1973
 2.5 million for 1973-1974
 4.0 million for 1974-1975
 and subsequent school years

Also, the law prohibits the school districts from reducing expenditures from local and federal sources.

Curriculum.--The instruction in Transitional Bilingual Education is a

full time program in all those courses or subjects which a child is required by law to receive and which are required by the child's school committee. The courses (1) shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program, and also in English, (2) should include reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program as well as oral comprehension, speaking, reading, and writing of English, and (3) should be integrated with the history and culture of the country, territory or geographic area which is the native land of the parent of children of limited English-speaking ability who are enrolled in the program and with the history and culture of the United States.⁵⁵

Structure.--According to the TBE Act a new state agency was created: Bureau of Transitional Bilingual

⁵⁵Ibid.

Education headed by a director and three staff members.

At the same time, the State Department of Education created an Advisory Council in Bilingual Education.

Participants in the Implementation

Leaders of the Spanish-speaking community met in 1970 with the Commissioner of Education of the Commonwealth of Massachusetts, Dr. Neil Sullivan, who offered support and promised to appoint someone to work in bilingual education. Alex Rodriguez, a member of the Spanish community, was appointed Special Assistant to the Commissioner of Education to coordinate the bilingual education effort with the Legislature.

In July, 1971 the writer was appointed Supervisor in Education, filling the position in Foreign Languages but working in Bilingual Education. Before that time, Ernest Mazzone, Senior Supervisor of Foreign Languages, was also acting in this capacity at the Division of Curriculum and Instruction of the State Department of Education.

There was a great need for coordinating the efforts of everyone working together with non-English speaking people in Massachusetts, both at the state and local levels. On November 12, 1971, a meeting of administrators was called by the writer, giving these people the opportunity to know each other and to express formally for the first

time their common concerns regarding the educational needs of non-English speaking students; shared interest and commitment became apparent. The cohesion of this group remains strong; most of them are presently members of the State Bilingual Advisory Council. The original group naturally has increased in number and has been enriched in experience and capacity because of the inclusion of new members.

The November meeting was held to discuss the educational needs of non-English speaking students at the state and local level. The items discussed included ESL, Bilingual Education, and the Bilingual Education Bill (which at that time was still being debated in the Legislature).

Institutional Framework for the Implementation State Bilingual Advisory Council

The task of the Advisory Council on TBE is to advise assistance to the Department of Education in all issues related to the education of children of limited English speaking ability. It originally had thirty-six members from the different language groups. To accomplish its tasks, the Advisory Council has the following committees: Higher Education, Public Information, Administration, and Community Relations.

The first meeting of the State Bilingual Advisory

Council was held on December 22, 1971 at the Department of Education headquarters. Alex Rodriguez was appointed Chairman by the State Board of Education, according to the procedures of Section I B of Chapter 15 of the General Laws. All the people on the Advisory Council serve without compensation.

The following are the functions of the Massachusetts Bilingual Advisory Council:

1. Advise the Commissioner in the development of a comprehensive state plan for bilingual education.
2. Consult with and advise the project director in the administration and enforcement of the provisions of Chapter 71 A.
3. Review and make recommendations for the Regulations under which the Bilingual Education Act will be administered.
4. Review and make recommendations for the Guidelines to be established for the setting up and evaluation process of programs.
5. Advise the Board of Education on all issues, related to the education of children of limited English-speaking ability.
6. Prepare recommendations for new state-wide approaches to bilingual education.
7. Undertake any further activities which may assist the Department of Education in the full implementation of Chapter 71 A.

Bureau of Transitional
Bilingual Education

The TBE Act created a new unit in the State Department of Education, the Bureau of Transitional Bilingual Education,

assigned to the Division of Curriculum and Instruction and staffed by a Director and three Senior Supervisors. The appropriation for fiscal year 1973 was \$56,000. To reimburse LEAs, \$2.5 million was available.

The responsibilities of this Bureau, according to the Transitional Bilingual Education Act, are the following:

1. To assist the Department in the administration and enforcement of the provisions of chapter seventy-one A and in the formulation of the regulations provided for in said chapter;
2. To study, review and evaluate all available resources and programs that, in whole or in part, are or could be directed toward meeting the language capability needs of children and adults of limited English-speaking ability resident in the Commonwealth;
3. To compile information about the theory and practice of transitional bilingual education in the Commonwealth and elsewhere, to encourage experimentation and innovation in the field of transitional bilingual education, and to make an annual report to the general court and the governor;
4. To provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the planning, development, and evaluation of transitional bilingual education programs in the districts serving their children, and to provide for the maximum practicable involvement of parents of children of limited English-speaking ability, teachers and teachers' aides of transitional bilingual education, community coordinators, representatives of community groups, educators and laymen knowledgeable in the field of transitional bilingual education in the formulation of policy and procedures relating to the administration of chapter seventy-one A by the Commonwealth;
5. To consult with other public departments and agencies including but not limited to the department of community affairs, the department of public welfare, the division of employment security, and the Massachusetts commission against discrimination, in connection with the administration of said chapter;

6. To make recommendations to the department in the areas of pre-service and in-service training for teachers of transitional bilingual education programs, curriculum development, testing and testing mechanisms, and the development of materials for transitional bilingual education courses;
7. To undertake any further activities which may assist the department in the full implementation of said chapter.

The Bureau's Supervisory Function

In April, 1972 Ernest Mazzone was appointed Director of the Bureau, and the writer joined the Bureau staff as a Supervisor. Later in June, 1972 two new Senior Supervisors were employed, Portuguese and Greek native speakers respectively. One clerical worker was assigned.

From the analysis of Chapter 71 A, it is possible to infer that the functions of the supervisors in the Bureau of Transitional Bilingual Education are the following:

1. Regulatory: enforcement of the provisions of Chapter 71 A.
2. Technical Assistance: study, review and evaluate all available resources directed toward meeting the needs of children and adults of limited English-speaking ability; recommend to the department improvements in the areas of teacher training, curriculum and evaluation.
3. Leadership: provide for the maximum practicable involvement of parents of children of limited English-speaking ability, of teachers and teachers' aides in TBE.

In carrying out these supervisory functions the author's credibility with the Spanish-speaking community was as important as his relationship with the school

administrators. With the Spanish community the supervisor has always had an open and friendly relationship, his previous work experience with OEO being very helpful. While in the Department of Education, the supervisor has maintained this close contact with the community and the fact that the supervisor is a native Spanish speaker is a positive factor in this relationship. In several incidents, the supervisor received support and encouragement from the community. This interaction worked well in both ways because the supervisor and the community were working toward the same goals.

It is necessary to indicate that even though the function of the supervisor did not cover the areas of counseling, advising or referrals for individual cases, much time was devoted to these activities. Much time was diverted from critical administrative demands. On the other hand, the supervisor was able to build lines of confidence, friendship and community.

In the development of the supervisor's relations with the local school administrators, several factors were very important in helping to create a positive image of himself, the TBE Bureau, and the State Department of Education. One factor was the supervisor's experience in Latin America, where he dealt with people who had decision-making power. Another factor was the techniques learned in the profession

of Public Relations. The most important factor, however, was the policy established by the TBE Bureau which made the TBE Supervisor an assistant rather than a policeman for LEAs. This attitude in almost all instances diffused the suspicions and fears of encroachment in local educational matters.

It is also necessary to indicate that the solid support of the State Bilingual Advisory Council helped in building up the credibility of the TBE Bureau Staff both within the Department and without.

The concepts and the theories of supervision and the policy established by the TBE Bureau contributed to the formulation of the supervision activities in TBE. These activities in many instances led to successful accomplishment of the Bureau's objectives. On other occasions it was simply impossible to achieve these objectives because of uncontrollable factors, such as ingrained prejudice and fear of change. The analysis and comment on the supervisory activities are presented in the next section in terms of the program objectives established by the TBE Bureau.

Achieving the Objectives of the TBE Bureau

In attempting to implement the mandate of Chapter 71 A, it was necessary to define the objectives of the program

and set up the strategies to achieve them. Also, an assessment of available manpower and other resources was made.

The following were the programs and objectives of the Bureau of Transitional Bilingual Education for the 1972-1973 school year:

Program I. General Supervision of the Transitional Bilingual Education Act of 1971.

- Objective 1 Formulate regulations and guidelines as provided for in the TBE Act, 1971.
- " 2 Review and evaluate project proposals for school year 1972-1973.
- " 3 Establish a procedure for reimbursement claims; submit approved claims to state's comptrollers office.
- " 4 Monitor and evaluate the implementation of the TBE Act.
- " 5 Consult with other public departments and agencies in connection with the administration of Chapter 71 A.

Program II. Curriculum Research and Development

- Objective 1 Provide leadership to local school districts to enable them to study, review and evaluate all available resources and programs directed toward meeting the language capability needs of children of limited English-speaking ability.
- " 2 Compile information about the theory and practice of bilingual education.
- " 3 Encourage experimentation and innovation in TBE.
- " 4 Make recommendations in the areas of curriculum development and testing.

Program III. Census Mandate

- Objective 1 Assist each LEA to find ways and means of taking the census.
- " 2 Insure that the census obligations are being met.

Program IV. Parental Involvement

- Objective 1 Provide for the maximum practical involvement of parents of children of limited English-speaking ability in the planning, development and evaluation of TBE programs.
- " 2 Provide for the maximum practical involvement of parents of children of limited English-speaking ability, teachers, and teachers' aides in TBE, community coordinators, representatives of community groups, educators and laymen knowledgeable in the field of TBE, in the formulation of policy relating to the administration of Chapter 71 A.

Program V. Dissemination of Information

- Objective 1 Provide information on the improvement of instruction through the development and dissemination of publications, newspapers lists, notices, etc.
- " 2 Disseminate to each LEA and other agencies, materials of informative nature relating to TBE.
- " 3 Form a committee from the State Bilingual Advisory Council to deal with public information issues.
- " 4 Disseminate to the news media information and progress reports on TBE.
- " 5 Exchange information to share ideas and maintain liaison with local school agencies, colleges, and the community.

The strategies used to achieve the above-listed objective are described in the succeeding pages.

Program I. General Supervision of Transitional Bilingual Education Act, 1971

Objective 1. Formulate regulations and guidelines as provided for in TBE Act, 1971.

Implementation Procedure

In order to accomplish this objective, it was necessary to establish a committee to finalize a set of general regulations pertaining to Chapter 71 A. On April 25, 1972 the State Board of Education approved as Emergency Regulations pursuant to Chapter 71 A, the proposed regulations presented by its Committee on TBE Regulations. The Center for Law and Education provided legal assistance to the Committee.⁵⁶ The writer participated in the meetings of the Regulations Committee. On June 23, 1972 public hearings were held at the Gardner Auditorium in Boston. On July 18, 1972 in its regular meeting, the State Board of Education voted to adopt the Regulations of Chapter 71 A.

Results

Fifty-seven regulations were adopted and are

⁵⁶Stuart Abelson and Jeffrey Kolbrick, attorneys from the Center of Law and Education at Harvard University, a federally funded project, provided the legal assistance in drafting the TBE bill and its regulations.

categorized below. The number of each regulation that applies to a given category is indicated in parentheses.

School census (1-7, 52)

Evaluation of English skills (22, 23)

Notice of enrollment and withdrawal of TBE students
(8-10, 45-47)

Instructional activities and facilities (20, 21, 28)

Behavioral objectives (20-23, 28)

Program procedure (20, 27, 28, 43, 53)

Supportive services (25, 30, 31)

Parent participation (38-42, 48)

Administration (32)

Pupil-teacher ratio (24)

Grouping pattern (26)

Course credits (29)

Pre-school programs and special education (35-37)

Reimbursement and funding of TBE programs (11-19)

Program evaluation (33)

Program projections (56)

Submission of letter of intent and plans (49-51)

Waivers (57)

While the TBE Bureau was formulating the above regulations a new regulation was developed in cooperation with the Bureau of Teacher Certification and Placement for the purpose of Certification of Transitional Bilingual Education Teachers. It became effective on June 7, 1972. The

writer was a member of the committee which formulated the certification regulation. The new regulations opened the door to work in the bilingual program for a number of well-qualified and experienced native teachers.

Section 6 of the TBE Act, and the Regulations for Certification of Bilingual Teachers, prescribes the qualifications of teachers of Transitional Bilingual Education, stating that the teacher shall demonstrate competency in language skills and in culture. On August 2, 1972, teacher competency guidelines were developed by the TBE Bureau and were sent to each LEA. The criteria adopted by the State Department of Education on May 22, 1972 to determine language competencies were taken from the Foreign Service Institute. For the purpose of determining culture competency, the criteria adopted were taken from the Modern Language Association, with the recommendation of the Higher Education Committee of the Bilingual Advisory Council. A Board of Examiners was established at each LEA and in several teacher preparatory institutions, in order to insure that the bilingual teacher's language and cultural competencies were fulfilled. This Board was comprised of three members: one bilingual educator; one administrator; and one community member.

In addition to formulating the regulations mentioned above, guidelines were written for identification and

placement of children with limited English-speaking ability; for the census mandate; and for parental involvement. Since the census mandate and parental involvement are discussed in a later section, we will only mention the identification and placement guidelines here.

The guidelines developed by the Bureau focuses on three main areas:

1. Student's documentation (school marks, data from social agencies, anecdoted records, etc.).
2. Interviews with the students and the parents in the native language and in English. (The student's interview is to determine his oral comprehension.)
3. Tests of the oral proficiency, reading, writing, etc.

It was indicated in the guidelines that test interpretation should allow for cultural differences. Regulation 45 of Chapter 47 A states that the placement of students is a responsibility of the school administration. On September 8, 1972 the guidelines were sent to LEA's.

The search for useful testing instruments for the identity and placement evaluation of non-English speaking children was unsuccessful. Several investigations such as the one conducted by the Multilingual Assessment Project of Stockton, California and several court rulings revealed the unreliability of standardized instruments for non-English speaking students. Henry Casso in his doctoral thesis analyzes legal issues regarding the use of standardized testing instruments and the misplacement of

non-English speaking children in classes of mentally retarded.⁵⁷

Additional support for Casso's findings came from the Babel Testing and Assessment Workshop held in Berkley, California on January 27-28, 1972, which stated that IQ testing and assessment are invalid in their use for culturally and linguistically different children. Likewise, the Tenth National Conference of the National Education Association passed a resolution for a moratorium of all standardized tests.

All of these findings highlight the need to develop new criteria for student assessment. The guidelines suggest that the students be evaluated by the bilingual teacher's criteria which must include school records, interviews with parents and students, etc.

As indicated elsewhere in this study, the lack of statistical data about the non-English speaking in general, and about the Spanish and Puerto Ricans in particular, is a crucial problem. Most of the time the data are unreliable or obsolete because the strategies of collecting such information did not include the use of qualified linguistic personnel aware of the cultural traits of this population.

⁵⁷Henry Casso, "A Descriptive Study of Three Legal Challenges for Placing Mexican American and Other Linguistically and Culturally Different Children into Educable Mentally Retarded Classes" (unpublished doctoral thesis, University of Amherst, 1973), p. 237.

Objective 2. Review and evaluate project proposals, school year 1972-1973.

Implementation Procedure

In order to accomplish this objective an application procedure was established for TBE programs in the school year 1972-1973 as follows:

1. Submission of a letter of intent containing a brief narrative description of the proposed program. The basic data requested were: (1) use of the dominant language; (2) teaching methodology; and (3) curriculum content (including ESL). The deadline date for filing the letter of intent was August 15, 1972.

2. Submission of a checklist on which more specific information was requested. It contained twenty-eight questions in the areas of school census, number of students anticipated, method used to determine students of limited English-speaking ability, the use of supplementary federal funds, curriculum content, integration, community participation, composition of staff, teacher certification, in-service training, teaching materials and equipment, evaluation, budget. This checklist was prepared by the Bureau staff.

Results

The following cities and towns submitted TBE proposals:

Boston, Bridgewater, Brockton, Cambridge, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Framingham, Haverhill, Holyoke, Hudson, Lawrence, Leominster, Lowell, Lynn, Methuen, New Bedford, Peabody, Scituate, Somerville, Southbridge, Springfield, Waltham, Westfield, Woburn, Worcester, Maynard, and Medford.

TBE Bureau staff reviewed each project submitted and made recommendations for approval.

Objective 3. Establish a procedure for reimbursement claims, submit approved claims to the state's comptrollers office.

Implementation Procedure

Upon certification of the TBE Bureau, cities were to be reimbursed for per pupil cost in excess of the regular program. The Bureau sent a memorandum to each LEA, indicating the procedure for submission of reimbursement claims. The information requested for claims included the expenses in the different school accounts, and the number of students served by the TBE program locally. The writer provided technical assistance to LEAs in preparing the various reimbursement forms. He later evaluated the claims and presented his recommendations to the Bureau director for approval.

Results

The cities and towns reimbursed at the end of the academic year are presented in the following chart:

TABLE 3

STATE AID FOR TRANSITIONAL BILINGUAL EDUCATION
PROGRAMS: SCHOOL YEAR ENDING JUNE 30, 1973^a

City/Town	Number of Students	State Aid
Boston	1,911	\$ 473,412.00
Bridgewater	8	7,446.80
Brockton	100	45,079.00
Cambridge	376	186,075.00
Chelsea	198	29,928.00
Chicopee	58	18,882.76
Everett	18	7,164.00
Fall River	363	130,335.15
Fitchburg	82	13,641.52
Framingham	231	72,534.00
Haverhill	31	32,771.96
Holyoke	454	111,575.04
Hudson	152	70,673.55
Lawrence	322	71,000.00
Leominster	22	10,518.42
Lowell	226	22,713.00
Lynn	70	20,995.57
Methuen	41	3,702.71
New Bedford	429	137,567.43
Peabody	37	5,402.00
Scituate	29	10,891.82
Somerville	131	23,196.17
Southbridge	15	7,320.00
Springfield	963	126,153.00
Waltham	461	154,605.57
Westfield	73	4,745.00
Woburn	24	21,186.96
Worcester	229	75,341.00
Maynard	9	3,314.07
Medfield	4	1,148.00
	7,067	\$ 1,899,319.50

^aTBE Bureau Memorandum dated December 10, 1973.

The following chart shows the breakdown of the number of Spanish-speaking students served by TBE programs during the 1972-1973 academic year.

TABLE 4
SPANISH SPEAKING STUDENTS PARTICIPATING IN TBE
ACADEMIC YEAR 1972-1973

City/Town	Number of Students
Boston	1,403
Brockton	65
Cambridge	149
Chelsea	198
Chicopee	22
Fitchburg	82
Framingham	231
Haverhill	31
Holyoke	454
Lawrence	322
Leominster	22
Lowell	155
Lynn	70
Methuen	41
New Bedford	45
Southbridge	15
Springfield	882
Waltham	131
Westfield	73
Woburn	24
Worcester	169
Maynard	9
Medfield	4
	<hr/>
	4,597

This total of 4,597 Spanish-speaking students represents 65.04 per cent of the general TBE enrollment in the school year 1972-1973.

Objective 4. Monitor and evaluate the implementation of the TBE Act.

Implementation Procedure

To accomplish this objective, TBE programs were visited at least once by staff members of the TBE Bureau during the period from April 1, 1973 to June 30, 1973. Teams composed of TBE Bureau staff, consultants, and community members, went to Lawrence on January 30, 31 and February 1, 1973; to Boston on April 23-27, 1973; to Springfield on May 1-2, 1973; and to New Bedford on April 9-13, 1973.

The purpose of these visits was to gather quantitative data in the areas of administration, facilities and services; educational quality; curriculum evaluation; parental involvement, and school census.

Results

During the initial implementation of Chapter 71 A it was necessary to know what was happening in LEAs. First-hand information was needed in order to evaluate LEAs and to present recommendations to them. Several of the larger cities were selected for close observation. The purpose of the evaluation was basically to determine the degree of compliance with Chapter 71 A, in particular the Regulations of the Transitional Bilingual Education Act.

Evaluation teams were composed of SDE officials, teachers, community people, and LEA administrators; all of them provided their services without compensation.

The areas to evaluate were administrative facilities, education quality, curriculum, parental involvement and school census.

The writer had the opportunity to serve as Chairman of the TBE evaluation in Lawrence and Springfield, and he served as a member of the evaluation teams in Boston and New Bedford. The importance of these evaluations was that the LEAs were able to see the weaknesses and strengths of their programs and take action to correct them. As a result of these evaluations, TBE was improved in terms of curriculum, facilities, teacher ratio, supportive services, administration, and so on.

Objective 5. Consult with other public departments and agencies in connection with the administration of Chapter 71 A.

Implementation Procedure

Meetings took place during this academic year with regard to this objective as follows:

1. June 2, 1972: University of Massachusetts, School of Education, Amherst - Bilingual Workshop.
2. September 25, 1972: Office of Economic Opportunity, Region I, Boston - Workshop, Strategies for Community Participation.

3. November 17-18, 1972: Massachusetts Association of Teachers of Speakers of Other Languages - First Annual Conference, Boston.
4. May 30, 1973: University of Massachusetts, Institute for Desegregation - Conference. Detailed descriptions will be provided in the section concerned with the program on dissemination of information.

In addition to the meetings listed above, Bureau staff attended monthly meetings of the Bilingual Advisory Council.

Results

The various meetings and conferences listed above served in several instances to clarify issues and thus facilitate the implementation of Chapter 71 A. Of particular significance were the workshops for community participation, a totally new concept for the non-English speaking community.

Programm II. Curriculum Research and Development

There were four objectives in this program area.

- Objective 1. Provide leadership to local school districts to enable them to study, review and evaluate all available resources and programs directed toward meeting the language capability needs of children of limited English-speaking ability.

Implementation Procedure

Two conferences were arranged to achieve this

objective. The first, a Bilingual Conference on April 8, 1972, was held at Framingham State College and was sponsored by the New England School Development Council and the Institute for Learning and Teaching, University of Massachusetts, Boston. The objective of this conference was to expose the bilingual teachers of Spanish and Portuguese students to a variety of pedagogical approaches in bilingual education. The writer was instrumental in organizing this conference. After several meetings with Dr. Gregory Anrig and James Case, the writer's suggestion to include the Portuguese component in this conference was agreed to.

The second was the First Annual Conference on TBE, held on November 17 and 18, 1972 at Boston University. It was sponsored by the State Bilingual Advisory Council, the TBE Bureau, and MATSOL. The second day of this conference was dedicated to the area of curriculum. The writer was in charge of the organization and execution of this conference.

Results

Both conferences increased awareness of TBE in Massachusetts; several hundred teachers, administrators, community members, and state and federal officials attended the conferences.

Objective 2. Compile information about the theory and practice of bilingual education.

Implementation Procedure

In September, 1972 as a follow-up of the conference of April 8, 1972, University of Massachusetts/Boston compiled a selective bibliography of classroom materials in Spanish, Italian and English for bilingual education. The different curriculum materials compiled by the writer since he arrived at the State Department of Education were provided to Teresa Berry, the consultant teacher who developed the above-mentioned bibliography.

Results

The bibliography was distributed to LEAs, the teachers, and other interested people, including many from other states.

Objective 3. Encourage experimentation and innovation in TBE.

Implementation Procedure and Results

The Bureau attempted to obtain Title III (curriculum and innovation) funds for bilingual curriculum development for Boston in Spanish and for New Bedford in Portuguese. To do this, the writer discussed the experimental aspects

of the proposals with Ms. Roselyn Frankstein, a Title III staff member who responded positively and provided technical assistance which led to the funding of these projects.

Objective 4. Make recommendations in the area of curriculum development and testing.

Implementation Procedure and Results

In the area of curriculum development, the focus was mainly on searching for places and projects engaged in this activity. The writer established contact with several curriculum projects countrywide such as Proyecto en Marcha of California, the Bilingual Dissemination Center of Texas, the Spanish Curriculum Development Center of Miami. All of them were very cooperative in providing their materials.

A search for testing materials was also conducted. The Assessment Project in Stockton, California provided the writer with all the reports of the analysis and evaluations of testing materials used in bilingual education in the U.S.A. Later, Drs. Joseph Ulibarri and Edward DeAvila of the Stockton Project, provided their support of the Seminar in Testing and Assessment held in Plymouth, Massachusetts, in November, 1973.

Program III. Census Mandate

On February 16, 1972 Neil V. Sullivan, Commissioner of Education, sent a memorandum to LEAs indicating the need to meet the census obligation mandated under the Census Law, Massachusetts General Laws, Chapter 72, Section 2, which reads in part as follows:

The school committee of each town shall ascertain and record the names, ages and such other information as may be required by the department of education, of all minors residing therein between five and sixteen, and of all minors over sixteen who do not meet the requirements for the completion of the sixth grade of the public schools of the town where he resides. The school committee of each town shall also ascertain the number of pupils, regardless of age, whose parents or guardians are residents of the town and who are enrolled for full time attendance, in kindergarten and grades up to and including grade twelve, in public and vocational schools and classes in the commonwealth and nonpublic schools anywhere.

and

The annual school committee report shall set forth the number of children recorded as herein required, classified by ages, together with the number attending public or private schools, and the number not attending school in any given year.

The Bilingual Education Act adds a new census responsibility to the local school systems by requiring a count of resident children of limited English-speaking ability. Specifically, this act requires the following:

Each school committee shall ascertain, not later than the first day of March, under requirements prescribed by the department, the number of children of limited English-speaking ability within their school system, and shall classify them according to the language of which they possess a primary speaking ability.

To meet the census obligation districts were to conduct a census in March and October of each year. This census should include children with limited English-speaking ability who are resident in the district and are either in or out of school.

Carrying out the census program meant counting the number of students of limited English-speaking ability. This required achieving the following objectives:

Objective 1. Assist each LEA to find ways and means of taking the census.

Implementation Procedure

In order to implement the mandate of Chapter 71 A, it was necessary to develop guidelines for conducting a census. Among other things, the guidelines specify the use of native speakers as census takers, the appreciation of the values and culture of the determined non-English speaking population, and the use of the door-to-door census approach. On September 8, 1972 the TBE Bureau sent a communication to LEAs informing them about the census guidelines. On September 15, 1972 a series of workshops were initiated

at the regional offices to make each LEA aware of its responsibilities and to explain the TBE Bureau census guidelines.

Results

Improved census techniques made possible the collection of valid information for the purpose of planning transitional bilingual education classes in Massachusetts. The assistance and cooperation of CAP Agencies, neighborhood organizations, leaders and advocates of the community such as the Spanish speakers, were very helpful in the fulfillment of this task.

The task of obtaining accurate statistical information was difficult in many instances, sometimes because of a lack of qualified census takers, other times because of the unfamiliarity with census procedures of LEA administrators.

In the census, forty-three cities and towns reported having twenty or more non-English speaking students (see Tables 5 and 6). The language groups with significant numbers were Chinese, French, Greek, Italian, Portuguese and Spanish. As LEAs became familiarized with the census procedure, the accuracy of the statistical information improved. It should be noted that with the exception of one city, all cities and towns submitted a census report.

TABLE 5

TBE CENSUS BY LANGUAGE GROUP (MARCH 1972)

City/Town	Chinese	French	Greek	Italian	Portuguese	Spanish	Others	Total
Arlington	-	-	13	-	-	-	-	13
Boston	422	187	203	366	151	2518	-	3847
Bridgewater	-	-	-	-	51	-	-	51
Brockton	-	-	-	-	20	28	-	48
Brookline	44	-	-	-	-	28	18	90
Cambridge	13	-	-	26	312	113	-	464
Chelsea	-	-	-	-	-	135	-	135
Chicopee	-	19	-	-	15	29	-	63
Everett	-	-	-	41	-	13	-	54
Fall River	-	-	-	-	595	-	-	595
Framingham	-	-	-	11	22	143	-	176
Fitchburg	-	-	-	-	-	88	-	88
Falmouth	-	-	-	-	21	-	-	21
Haverhill	-	-	17	-	-	88	-	105
Hudson	-	-	-	-	125	-	-	125
Holyoke	-	-	-	-	-	605	-	605
Lawrence	-	182	-	75	50	1070	31	1408
Lexington	-	11	-	-	-	11	-	22
Lowell	-	-	33	-	162	343	-	538
Lynn	-	-	76	-	-	88	-	164
Ludlow	-	-	-	-	67	-	-	67
Malden	-	-	-	35	-	-	5	40
Medford	-	12	-	49	-	-	-	61
Milford	-	-	-	-	13	-	-	13

TABLE 5--Continued

City/Town	Chinese	French	Greek	Italian	Portuguese	Spanish	Others	Total
New Bedford	-	-	-	-	738	37	-	775
Newton	11	-	-	73	-	32	11	127
Northampton	-	-	-	-	-	29	-	29
Norwood	-	-	-	10	-	-	-	10
Peabody	-	-	46	-	150	58	-	254
Salem	-	-	34	-	-	37	-	71
Somerville	-	12	54	163	355	29	-	613
Scituate	-	-	-	-	23	-	-	23
Springfield	-	14	17	56	90	781	-	958
Stoughton	-	-	-	-	112	-	-	112
Taunton	-	-	-	-	67	15	-	82
Wakefield	-	-	-	-	-	-	12	12
Waltham	9	157	-	67	-	57	-	290
Watertown	-	-	18	12	-	-	39	69
Webster	-	-	-	-	-	11	-	11
Westfield	-	-	-	-	-	95	-	95
Woburn	-	-	-	-	-	96	-	96
Worcester	-	-	147	21	-	403	23	594
	499	594	658	1005	3139	6980	139	13014

TABLE 6

TBE CENSUS BY LANGUAGE GROUP (MARCH 1973)

City/Town	Chinese	French	Greek	Italian	Portuguese	Spanish	Others	Total
Boston	309	164	169	276	139	2403	68	3528
Bridgewater	-	-	-	-	8	-	-	8
Brockton	7	1	6	7	29	65	1	116
Cambridge	8	12	31	25	230	121	26	453
Chelsea	8	-	-	10	3	168	3	192
Chicopee	-	2	-	-	31	23	6	62
Everett	-	-	-	33	-	-	33	33
Fall River	1	-	-	2	638	-	1	642
Fitchburg	-	-	-	-	-	89	-	89
Framingham	-	-	-	-	-	-	-	-
Haverhill	-	-	21	2	-	118	-	141
Holyoke	-	-	-	-	-	439	-	439
Hudson	-	-	-	-	146	11	-	157
Lawrence	-	30	-	10	16	356	15	427
Leominster	-	-	-	-	-	29	-	29
Lowell	1	1	35	-	92	298	5	432
Lynn	-	-	36	-	-	58	-	94
Methuen	-	-	-	-	23	169	16	208
New Bedford	-	3	-	-	830	55	-	888
Peabody	-	-	11	-	64	28	2	105
Scituate	-	-	-	-	25	-	1	26
Somerville	1	7	18	58	112	5	5	206
Southbridge	-	-	-	-	-	91	-	91
Springfield	-	3	6	52	127	785	5	978
Waltham	4	212	1	131	4	140	16	508
Westfield	-	-	-	-	-	73	5	78
Woburn	-	2	-	-	1	45	2	50
Worcester	1	51	109	17	-	337	44	559
	340	488	443	623	2518	5906	221	10539

Objective 2. Insure that the census obligation is being met.

Implementation Procedure and Results

Previous to the school year 1972-1973, 42 LEAS reported the school census count mandated under Chapter 71 A. Table 5 gives the data. Later in October, 1972 a more specific census count was submitted to the Bureau of TBE (see Table 6). The difference between the March, 1972 and the October, 1972 - March, 1973 TBE School census count is due to guidelines distributed by the Bureau after the first census but before the second. Data in the second census should contain more accurate information.

Program IV. Parental Involvement

Objective 1. Provide for the maximum practical involvement of parents of children of limited English-speaking ability in the planning, development and evaluation of TBE programs.

Implementation Procedure

Section III of Chapter 71 A and Regulations 38 through 42 mandate the participation of parents in the development, administration, and evaluation of TBE programs. On November 30, 1972 PAC guidelines were promulgated. On December 6, 1972 the TBE Bureau sent a Parent Advisory

Council guideline to LEAs. In an attached memorandum, the TBE Bureau Director states:

. . . consequently, Parent Advisory Councils must be established immediately to insure adequate involvement of parents in the planning of Transitional Bilingual Education programs for the next school year.

In 1973 during January and February a series of workshops for school administrators were conducted at the regional offices by the TBE Bureau staff.

Regulation 41 states that no plan shall be approved after the 1972-1973 school year, if it has not been submitted in advance to the chairman of PAC. According to the guidelines, the deadline for organizing PAC groups was January, 1973. The responsibility for PAC organization lies with each LEA.

Each linguistic group should have its own PAC; and where applicable, there also should be a multilingual master PAC.

Results

The parental participation, mandated by Chapter 71 A was very positive in many cities and towns. The development of local native leadership was initiated, although additional training for the parents is needed.

As a result of this active involvement, most of this group of parents and community people became sophisticated

in educational issues and developed political educational strategies to accomplish their objectives in negotiating with school committees and administrators at the local level.

Through involvement with the CAP agencies it was possible to involve the Spanish-speaking community in the implementation of TBE programs in several cities and towns.

In Lowell, the Spanish community exerted their influence to have implemented TBE program instead of ESL.

Objective 2. Provide for the maximum practical involvement of parents of children of limited English-speaking ability, teachers, and teachers' aides in TBE, community coordinators, representatives of community groups, educators and laymen knowledgeable in the field of TBE, in the formulation of policy relating to the administration of Chapter 71 A.

Implementation Procedure

The community involvement workshops mentioned above were attended by professionals and community members as well as school administrators. In addition to the workshops, the writer held several meetings with members, leaders and organizations of the Spanish-speaking community in the cities of Boston, Cambridge, Fitchburg, Leominster, Lowell, Chelsea, Woburn, Haverhill, Lawrence, etc. The purpose of these meetings was to make the community aware

of the mandates of Chapter 71 A.

On September 25, 1972 the writer organized a workshop in cooperation with the Regional Office of Economic Opportunity and the Chelsea CAP agency to make the community aware of the mandates of Chapter 71 A related to the area of parental involvement. The discussion topics included:

1. Planning strategies for the local involvement of parents and community members in the implementation of Chapter 71 A.
2. Transitional Bilingual Education Act and its Regulations.

Results

An outstanding component of the TBE Act is the mandate for community participation. This participation was a requirement in federal educational programs since the passing in 1965 of Public Law 89-750, Title I; but in many instances, it was only a window dressing and substantial parental participation occurred only on rare occasions. Awareness of this situation permitted the writer to provide leadership in the implementation of this objective.

The various conferences, workshops and meetings organized by the writer provided Spanish-speaking parents with training and information about the parental participation required by Chapter 71 A. There are several cases in which parents did actively participate in the local implementation of TBE programs and became sophisticated

in educational issues thus developing political strategies to accomplish their educational objectives in negotiating with school committees and administrators. Cities such as Cambridge, Chelsea, Fitchburg, Lowell, Lawrence, and Leominster provided such examples. The task of providing leadership demands an enormous amount of time and constant close relationships with the parents.

Program V. Dissemination of Information

The following objectives were established in order to carry out this program:

- Objective 1. Provide information on the improvement of instruction through the development and dissemination of publications, newspaper lists, notices, etc.

Implementation Procedure

Bibliographies of textbooks and instructional materials in bilingual education were prepared, such as the "Selective Bibliography of Classroom Materials in Spanish, Italian and ESL" and the list of "Testing Materials Used in Spanish Bilingual Education."

Results

The "Bibliography" was very useful to the local TBE programs and was in great demand among the teachers and

administrators in Massachusetts and out of state. It provided vital information about the availability of teaching materials in bilingual education and ESL.

Objective 2. Disseminate to each LEA and other agencies materials of informative nature relating to TBE.

Implementation Procedure and Results

As described elsewhere, copies of the TBE Act, regulations, guidelines, and criteria were sent to each LEA and to several people involved with and interested in TBE statewide.

Workshops were a key element in the dissemination of the TBE Act regulations and guidelines. Some of the most important of these included the workshop held at Amherst on June 21, 1972 for LEA staff; the Boston community workshop, sponsored by OEO and held on September 25, 1972; and the first Conference on Bilingual Education held at Boston University on November 17-18, 1972. In all of these the writer participated as a planner, evaluator or organizer. The large number of school and community people who attended profited greatly. It should be noted that all of these activities were expense free for the State Department of Education. A variety of funding sources were tapped.

- Objective 3. Form a committee from the State Bilingual Advisory Council to deal with public information issues.

Implementation Procedure

The State Bilingual Advisory Council appointed a committee to be in charge of public information. The following members were elected: Dr. Juan P. Cabán, Chairman, Gabino Martinez Paz, Demetri Antoniou, Clara Jewett, David Shih, Ildeberto Pereira, and Juan C. Rodriguez M. This committee launched an Information Campaign in September, 1972. This campaign consisted of: (1) the preparation and diffusion of TV and radio spots announcements in English, Spanish, Chinese, French, Italian, Greek and Portuguese; (2) the preparation of 2,000 posters with the slogan, "Bilingual-Bicultural is Two Way Education"; and (3) the preparation and diffusion of 10,000 pamphlets in seven languages explaining briefly the TBE Act in Massachusetts. To finance this campaign, the writer obtained a grant of \$12,000.00 from the Office of Economic Opportunity, Region I. The Chairman of this campaign, Dr. Cabán, provided the technical assistance in the production of the radio and TV spots. The writer designed the poster and coordinated the preparation of the printed material and the diffusion of all the material. On June 21, 1972 a Bureau-sponsored workshop was held at the University

of Massachusetts, Amherst. The objective was to provide a forum to present information, to explore ideas and to stimulate discussion among representatives of the schools engaged in the implementation of TBE. Discussion topics included bilingual teacher certification and teacher training; the census mandate; criteria to identify children of limited English-speaking ability; program planning and reimbursement. Dr. Henry Casso and Dr. Juan Cabán from the School of Education were very cooperative in this effort.

Between July 17 and July 26, 1972 a series of workshops were held by the TBE Bureau staff in the six regional offices. The audiences for these workshops were composed of superintendents, directors of Title I programs, teachers, and members of school committees.

On November 17-18, 1972, a bilingual-bicultural conference was held at Boston University, sponsored by the Bureau of TBE, the State Bilingual Advisory Council, and the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL). This conference provided a forum to discuss the different issues of bilingual education and Chapter 71 A in Massachusetts and New England.

Results

TV announcements were broadcasted on Channels 2, 4, 5,

7, 38, 44 during the month of September 15 - October 15, 1972. Seventeen radio stations statewide broadcasted the radio spot announcements.

As a result of the publicity campaign, the TBE Bureau received innumerable telephone calls and letters requesting additional information. Likewise, the same radio and TV stations requested the presentation of additional material on their programs. In summary, the campaign accomplished its goal of making the community aware of the existence of the TBE Act.

Objective 4. Disseminate to the news media information and progress reports on TBE.

Implementation Procedure and Results

A number of interviews with the TBE Bureau staff and newspaper reports were arranged with the Boston Globe, the Herald American, the Christian Science Monitor and other newspapers. Several presentations were made by the TBE Bureau staff on radio and TV during the period between September, 1972 and March, 1973. The writer utilized Channels 4, 7 and 56 more than others.

- Objective 5. Exchange information, share ideas and maintain liaison with local school agencies, colleges, and the community.

Implementation Procedure

During the first year of TBE implementation, the Bureau staff participated as speakers and panelists in bilingual education conferences in Massachusetts and in other states.

Results

As a result of the active participation of the members of the State Bilingual Advisory Council and the TBE Bureau staff, a liaison with other agencies was developed and their support enlisted. For example, colleges helped in implementing the programs in bilingual education; community people became involved in educational issues.

CHAPTER V

AN ASSESSMENT OF PARENTS' OPINIONS CONCERNING THE
IMPLEMENTATION OF CHAPTER 71 A AND PARENTAL
INVOLVEMENT IN BILINGUAL EDUCATION

Speaking on the need for more data on parental involvement, Francis Gofffried states:

Educational experiments in community control have become a national symbol of reform in urban education. Much has been written by educators pro and con. However, there has been little hard data on how those clients who were the beneficiaries of these experiments regarded it.⁵⁸

In the preceding chapters the implementation of Chapter 71 A was analyzed through the program activities of the State Department of Education. In this chapter the writer will report on a survey which examined the attitudes of the parents toward parental involvement, toward bilingual education, and specifically, toward the impact of TBE upon the parents of Spanish-speaking children with limited English-speaking ability.

Purpose

The purpose of the survey was to obtain data in the following areas: (1) the parental perception regarding

⁵⁸Frances Gottfried, A Survey of Parental Views of the Ocean Hill-Brownsville Experiment (New York: Institute for Community Studies, Queens College, City University of New York, 1970), p. 4.

bilingual education; (2) the parental expectation for their children's education; (3) the interest of parents to participate in the educational process of their children.

Method

The sample.--The population of this study consisted of forty-nine Spanish-speaking parents of children with limited English-speaking ability enrolled in TBE programs during the 1972-1973 school year in the cities of Cambridge, Fitchburg, Lynn and Worcester. The sample is a modified judgement sample. In evaluating the data, the following constraints must be considered:

1. Despite the fact that many of the parents have more than one child in the TBE program, the sample is still small.
2. The above cities were chosen because of the already existing PAC groups which made feasible the gathering of data.
3. Only PAC members were surveyed.

Instrument.--The instrument utilized in this study was a questionnaire developed by the writer. This instrument consists of thirteen items, each one having five possibilities varying from total agreement to total disagreement. The language used in the questionnaire was Spanish.

The instrument was pretested with professionals and community people and was revised subsequently.

Procedure

The questionnaire was administered personally by the writer at PAC meetings which were arranged in advance through the cooperation and assistance of the PAC coordinator or chairman in each city.

The following table gives the dates and places in which the questionnaire was administered:

TABLE 7

QUESTIONNAIRE ADMINISTRATION SCHEDULE

City/Town	Date
Lynn	March 7, 1974
Worcester	March 18, 1974
Fitchburg	April 6, 1974
Cambridge	May 7, 1974

Before administering the instrument to a given person, the investigator clearly explained its purpose; in addition, careful explanation was given about how to respond to the questionnaire. In the case of illiteracy the investigator read the questions individually to each parent. Otherwise, the respondent filled out the questionnaire without assistance. People gave their answers anonymously.

It must be mentioned that the investigator was received with trust and cordiality by respondents. This might have been due to the commonality of language and the importance of the issues being investigated.

Findings

Attitudes regarding bilingual education.--To better appreciate the parents' answers in the survey, it is necessary to bear in mind that the levels of schooling and family income are relatively low. According to the report of the U.S. Bureau of Census dated June, 1970, for Spanish-speaking people in the northeast region the median of years of school completed is eight and the average family income is \$6,232. The median of years of school completed for Puerto Ricans in Massachusetts was 7.7 and the median annual income was \$4,486 for males and \$2,443 for females. Puerto Ricans form the majority of the Spanish-speakers in Massachusetts.

Virtually all the parents agreed that bilingual education is the best for their children. (See Table 8; 84 per cent totally agree and 10 per cent agree.)

TABLE 8

VALUE OF BILINGUAL EDUCATION

The school which uses English and Spanish in teaching is better than the school which uses only English.

Range of Answers	Percentage
Totally Agree	84
Agree	10
No Opinion	2
Disagree	-
Totally Disagree	2
No Answer	2

The parents expressed themselves to be definitely in favor of bilingual education and expect to have their children functioning in both languages, Spanish and English, because of their participation in TBE. (See Table 9; 78 per cent totally agree and 14 per cent agree.)

TABLE 9
PARENTS' EXPECTATION OF CHILD'S GENERAL PERFORMANCE

At the end of the bilingual program, your child will function bilingually.

Range of Answers	Percentage
Totally Agree	78
Agree	14
No Opinion	4
Disagree	2
Totally Disagree	2
No Answer	-

Parental involvement.--The parents surveyed were asked several questions regarding their interest in being involved in educational issues and specifically in bilingual education. Of the group, 78 per cent responded that they totally agreed and 18 per cent agreed that parent participation is necessary for bilingual education. (See Table 10.)

Of forty-nine parents interviewed, forty-seven (96 per cent) believed strongly that the parents should cooperate with the school officials and teachers; and 98 per cent believed that the parents also should cooperate for better community-school relationship. (See Table 11.)

To the question of the effect of continuous

TABLE 10

NECESSITY OF PARENTAL INVOLVEMENT

Parents should participate in the issues related to the bilingual programs.

Range of Answers	Percentage
Totally Agree	78
Agree	18
No Opinion	-
Disagree	-
Totally Disagree	2
No Answer	2

TABLE 11

PARENTAL COOPERATION WITH TEACHERS AND ADMINISTRATORS AND SCHOOL-HOME RELATIONS

Range of Answers	<u>Parental Cooperation</u>	
	<u>Teachers and Administrators</u>	<u>School-Home Relations</u>
	Percentage	Percentage
Totally Agree	80	80
Agree	16	18
No Opinion	-	-
Disagree	-	-
Totally Disagree	2	2
No Answer	2	-

participation by parents in bilingual education, about three-fourths (37 = 75 per cent) of them responded positively; 10 per cent disagreed; and 14 per cent did not answer or express their opinion. (See Table 12.)

TABLE 12

CONTINUOUS PARENTAL PARTICIPATION
IN BILINGUAL EDUCATION

The continuous participation of the parents will improve the bilingual program.

Range of Answers	Percentage
Totally Agree	57
Agree	18
No Opinion	8
Disagree	2
Totally Disagree	8
No Answer	6

The parents would also like to be consulted by the school in the decision-making process; 93 per cent of the parents believed in the need of their influence in the school decision-making process. (See Table 13.)

TABLE 13

PARENTAL PARTICIPATION IN THE
DECISION-MAKING PROCESS

The school should consult the parents' organization before making important decisions about the education of the students.

Range of Answers	Percentage
Totally Agree	73
Agree	20
No Opinion	2
Disagree	2
Totally Disagree	-
No Answer	2

The parents interviewed said that they would like to acquire more knowledge pertaining to parental involvement; 94 per cent favored receiving training in this matter. (See Table 14.)

TABLE 14

TRAINING FOR PARENTAL INVOLVEMENT

Parents need training so that they may better participate in the educational issues of the bilingual program.

Range of Answers	Percentage
Totally Agree	69
Agree	25
No Opinion	4
Disagree	-
Totally Disagree	-
No Answer	2

The parents have high expectations regarding the effectiveness of bilingual education. They expected that the children at the end of the bilingual program will be able to achieve at the same level as the American students. (See Table 15; 69 per cent totally agree and 20 per cent agree.)

TABLE 15

PARENTS' EXPECTATION OF THEIR CHILDREN'S ENGLISH SKILLS

At the end of their participation in the bilingual program, your child will be able to function as well as the American students.

Range of Answers	Percentage
Totally Agree	69
Agree	20
No Opinion	6
Disagree	2
Totally Disagree	-
No Answer	2

Bilingual education in Massachusetts is transitional, the average period a student stays in the program is three years, after which he or she is expected to be able to perform successfully in regular classes. The concern of parents about the transitional aspect of bilingual education in Massachusetts is revealed in the fact that they would like to have their children in some program after the completion of TBE for the purpose of language and culture maintenance. (See Table 16; 82 per cent totally agree and 12 per cent agree.)

TABLE 16

MAINTAINING LANGUAGE AND CULTURE

At the end of the bilingual program, your child should participate in some program of language and culture maintenance.

Range of Answers	Percentage
Totally Agree	82
Agree	12
No Opinion	4
Disagree	-
Totally Disagree	2
No Answer	-

Parents (98 per cent) gave high ratings to the effectiveness of their local bilingual programs (73 per cent totally agree and 24 per cent agree). It is possible to conclude from the survey that parents believe that TBE was in some way the determining factor in the education of the Spanish-speaking students in regard to their attitudes and

self-image. (See Table 17.)

TABLE 17

PARENTS' APPRECIATION OF THEIR TBE PROGRAM

The bilingual program in which your children are participating has been effective in their education.

Range of Answers	Percentage
Totally Agree	73
Agree	24
No Opinion	2
Disagree	-
Totally Disagree	-
No Answer	-

To the statement that TBE had developed positive attitudes in the students, 67 per cent responded with complete agreement, and 29 per cent agree. (See Table 18.)

TABLE 18

TBE PARTICIPANTS' ATTITUDES TOWARD SCHOOL

The bilingual program in which your children have participated, has developed a positive attitude toward school in them.

Range of Answers	Percentage
Totally Agree	67
Agree	29
No Opinion	2
Disagree	-
Totally Disagree	-
No Answer	2

Seventy-one per cent of the parents totally agreed and 20 per cent agreed that bilingual education was the determining factor in the development of self-image of the

students. (See Table 19.)

TABLE 19
SELF-IMAGE OF TBE PARTICIPANTS

The bilingual program has developed the self-identity of your child.

Range of Answers	Percentage
Totally Agree	71
Agree	20
No Opinion	2
Disagree	2
Totally Disagree	-
No Answer	4

In general, the parents interviewed showed positive interest and feelings about bilingual education. The average "disagreement" response is about 2 per cent; the no-opinion answers were about 4 per cent and the questions not answered were about 2 per cent.

Conclusions

The intent of the survey was to gather data regarding parental perception of bilingual education and their involvement.

The major findings were:

1. The respondents feel that bilingual education is the most effective approach to the education of their children.

2. As a consequence of the participation of the "Spanish-speaking" students in the bilingual program, the

parents expect that their children will function in English as well as in Spanish and that they will be able to compete with American students in the regular classes. Their attitudes toward bilingualism are favorable.

3. The parents are very concerned with the maintenance of the native language and culture at the end of the student's participation in TBE programs. Almost every parent surveyed was born in Puerto Rico or a Latin American country.

4. Parents are concerned with their local bilingual programs and they would like to participate in the decision-making process. They think that their participation in bilingual education is necessary, and they have the desire to cooperate with the school authorities and personnel in order to break the cultural and linguistic barrier separating their home and the school.

5. Parents have a high regard for local bilingual education. They expressed the view that TBE is developing the self image of the students and a positive attitude toward school.

6. The overwhelming majority of the parents surveyed expressed a desire to receive training in order to better participate in bilingual education.

7. Likewise, an overwhelming majority expressed a highly favorable attitude toward parental participation in

bilingual education.

In summary, the value of education is rated high for the parents surveyed, bilingual education being their main concern. Their attitudes toward parental participation are very positive.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

As of 1971, the educational needs of non-Anglo children in Massachusetts were not being met. The Transitional Bilingual Education Act (Chapter 71 A) served as a mechanism to produce change. This piece of landmark legislation mandated state intervention in the provision of educational services. This mandatory state intervention in local school department affairs set a precedent for future legislation throughout the U.S.A.

Prior to 1971 the educational services provided to the non-English speaking children were offered by local educational agencies (LEA) in many instances as a token or favor, with a paternalistic attitude on the part of administrators who typically used supplementary federal funds.

Before passage of Chapter 71 A a few cities provided some sort of educational service tailored to the needs of the Spanish-speaking students but this was done only after pressure was applied by the community and its advocates.

Even though bilingual education is now required by law, the attitude of some local school administrators and school committees has been negative because they viewed

the law as an encroachment on their power. In addition, they were dismayed to see funding shift from the federal to the state level.

Gradually, educators began to accept the mandates of this new law. But as Teruel says in his doctoral thesis, "It is all too easy to confuse initial acceptance with successful change."⁵⁹ To say that significant change was accomplished at the end of the first year of the law's implementation is premature, but we can say without doubt that the change was initiated. Still, as a Latin American poet César Vallejo says, "Hay nermanos muchisimo que hacer."⁶⁰

The involvement of the parents in educational matters is increasing. Parents have a positive attitude toward community participation and educational matters and values. In addition, the community is cooperating with school authorities in different activities such as the home-school census count; planning, administration and evaluation of the TBE programs; and school-community relations.

The writer hopes that because of Chapter 71 A, schools will reflect the needs of the community instead of being creators of public attitudes. In simple words, he hopes it will be the provision of a better tomorrow for non-English

⁵⁹ Manuel Teruel, Negotiating Change in Boston Public Schools (Cambridge: Harvard University, 1973), p. 139.

⁶⁰ César Vallejo, Neruda and Vallejo: Selected Poems, ed. by Robert Bly (Boston: Beacon Press, 1972), p. 235.

speaking children, creating better understanding and a more favorable environment so the children will not have awkward feelings.

As a final word, we think that Chapter 71 A is not a gift, but an affirmation of equal education opportunity.

The major objective of this study was to describe and discuss the administrative strategies and practices of the State Department of Education in the initial implementation of Chapter 71 A during the 1972-1973 school year.

More specifically the purposes of this study were:

1. To provide a detailed description of supervision of Bilingual Education at the state level during the process of the initial implementation of Chapter 71 A. This was accomplished by the analysis of and comment on the supervisory practices related to the program objectives of the Bureau of Transitional Bilingual Education.
2. To analyze the parents' opinions of Bilingual Education and parental involvement. This was accomplished through the administration and analysis of statistical data obtained from PACs in selected cities and towns in Massachusetts.

The most important findings and conclusions are presented and summarized in this chapter as follows:

Background Information

1. The Spanish-speaking population in the U.S.A. is large; most Puerto Ricans and Latin Americans are located in the northeastern sector.

2. The Spanish-speaking population in Massachusetts

began to arrive about 1964 mainly from Puerto Rico and Latin America.

3. The average economic and educational situation of the Spanish-speaking population in Massachusetts is below the average of the Anglo population.

4. Adequate census information about the Spanish-speaking population does not exist. The adequacy of the U.S. Census Bureau figures have been challenged by research reports and local census counts in Massachusetts. The school census mandate in Chapter 71 A made it possible to determine the non-English speaking school population in Massachusetts. The TBE Bureau guidelines indicated the need to obtain information on non-English speaking children through a door-by-door census utilizing qualified personnel. The accuracy of the school census reports was challenged by the local communities in many instances. Each LEA is required to submit census information to the SDE in March and October. The result of the census revealed that there are six major language groups in Massachusetts, and that about forty-two cities and towns should implement Chapter 71 A.

5. Educational services for Spanish-speaking students in Massachusetts before the passage of Chapter 71 A were non-existent except for a handful of local isolated programs funded by federal monies like Title I or Title VII. The

enactment of Chapter 71 A is an example of successful community action and sophisticated political participation. Chapter 71 A initiated changes in the schools and required that educational services be tailored to the needs of non-English speaking children in Massachusetts. Due to the approval of Chapter 71 A, the state of Massachusetts and LEAs assumed their educational responsibility in providing mandatory Bilingual Education for non-English speaking students in the public schools.

Chapter 71 A: Its Content

1. The "transitional" aspect of Chapter 71 A gives the children with limited English-speaking ability the opportunity to participate in the bilingual program for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English.

2. Chapter 71 A mandates the utilization of the native language in the instruction of the student and also English. It provides for the teaching of the history and culture of the country, territory or geographic area which is the native land of the parents of the children of limited English-speaking ability and the history and culture of the U.S.A.

3. Chapter 71 A provides for the integration of the students in the bilingual program into the regular public school curriculum and for the students' participation in the extracurricular activities. According to the law, the bilingual classes should be located in the regular public school, preferably in the local neighborhood.

4. Chapter 71 A provides for the parents' participation in the planning, administration and evaluation of the TBE programs.

5. The mandates of Chapter 71 A regarding student-teacher ratio and age span facilitate the classroom instruction.

6. Equal education opportunity is the basic concept of the per pupil expenditure for the students in TBE programs. The state reimburses the cost above the regular expenditure.

7. Program instruction mandated in the TBE Act is full time, in all those courses or subjects which a child is required by law to receive.

8. Participation of students in the bilingual program is at the discretion of the parents.

9. The TBE Act requires that all teachers working in the bilingual program be certified as bilingual teachers.

Chapter 71 A:
Supervision and Implementation

1. To implement and administer TBE programs, Chapter 71 A created the Bureau of TBE within the State Department of Education.

2. A State Bilingual Advisory Council was appointed to advise the State Board of Education in matters pertaining to bilingual education. Its volunteer members met monthly. Its composition reflects the different language groups, professionals and localities of the state's population. Since the initiation of its activities, the TBE Bureau has held monthly meetings with the Bilingual Advisory Council.

3. The state supervisor should exercise regulatory functions, provide technical assistance and leadership and have cultural awareness in addition to his capability to communicate and maintain good rapport with LEA and the non-English speaking community.

4. To implement the TBE Act, the Bureau established the following programs and formulated objectives for each program.

- a) General Supervision
- b) Curriculum Research and Development
- c) Census Mandate
- d) Parental Involvement
- e) Dissemination of Information

5. The SDE formulated and approved TBE guidelines and regulations in the following areas: bilingual teacher

certification, identification and placement of children, school census, and parental involvement. These guidelines and regulations were considered by the state as basic to the operation of the program and implementation at state level. The State Board of Education acted expeditiously in approving all the regulations, thus facilitating the task of the Bureau of TBE.

6. At the local level, the implementation process began with the submission of a letter of intent which included plans containing statistical information, program administration, curriculum, and budget estimate. At the end of the school year a reimbursement claim was submitted. The thirty cities and towns which submitted their plans and provided TBE programs were reimbursed for a total of \$1,899,319.50. Out of 7,067 students who were served, 4,597 (64.04 per cent) were Spanish speaking.

7. All the documents, materials and procedures used to implement the programs were developed and designed by the TBE Bureau staff. The Director's experience working in state government was valuable for that purpose. Likewise, the administrative experience of the writer permitted him to contribute positively in this initial administrative action. The common denominator among the Bureau staff was that all of them were former classroom teachers, and this experience provided them with insights into the

implementation process.

8. Prior to the development of guidelines for student identification and placement, the results of the country-wide survey for testing instruments and curriculum materials provided valuable information and served to establish contact with several projects and people involved in this area; thus it provided insights in the decision-making process of student evaluation required by Chapter 71 A. The guidelines for identification and placement of students with limited English-speaking ability are mainly based on the bilingual teacher's criteria, including a review of the student's records, and interviews with the student and parent, and test results.

9. During the first year of operation, the TBE Bureau conducted four on-site visits to evaluate the local implementation of Chapter 71 A. The evaluation reports provided valuable information to the SDE and LEA regarding the status of the TBE program implementation in the areas of administration, facilities, educational quality, curriculum, parental involvement and school census. The recommendations presented by the evaluation teams gave LEAs the opportunity to improve their programs and gave SDE the chance to provide technical assistance focused on a specific problem area. The evaluation teams were composed of volunteers from LEAs, the Bilingual Advisory Council, and

community people.

10. The TBE Bureau contacted various institutions, organizations and individuals in order to coordinate or cooperate in issues related to education of non-English speaking people. These contacts were fruitful in obtaining information and support.

11. The TBE Bureau gave special consideration to the Chapter 71 A mandate regarding parental involvement. To achieve this involvement it was necessary to develop guidelines to be used by LEAs and to provide assistance to the local Spanish community in order to develop leadership in matters related to TBE. The common language and experience of the State Supervisor and his close relation with the community were helpful in the accomplishment of this mandate. The support of the community and coordination of agencies serving the people, such as CAP, Model Cities and neighborhood organizations, facilitated this task.

12. In the area of dissemination of information, the different activities of the TBE Bureau in cooperation with the Bilingual Advisory Council made citizens of Massachusetts aware of the mandates of Chapter 71 A. The Public Information Committee's efforts in planning, and conducting a mass media campaign were outstanding, and the N.E. Regional Office of Economic Opportunity provided economic support. Several conferences and seminars also disseminated

information, particularly the First Conference on Bilingual Education which was held on November 18, 1972.

The Survey of Parents' Opinion

1. The parents of Spanish-speaking students in TBE programs who were surveyed expressed their view that bilingual education is the most effective approach to the education of their children.

2. As a consequence of the participation of the Spanish-speaking students in the bilingual program, the parents expect that their children will function in English as well as in Spanish and that they will be able to compete with American students in the regular classes. Their attitudes toward bilingualism are favorable.

3. The parents are very concerned with the maintenance of the native language and culture at the end of the students' participation in the TBE programs. Almost every parent surveyed was born in Puerto Rico or Latin America.

4. Parents are very concerned with their local bilingual programs, and they would like to participate in the decision-making process. They think that their participation in bilingual education is necessary; and they have the desire to cooperate with school authorities, teachers, etc. in order to break the cultural and linguistic barrier separating their homes and the school.

5. The parents have a high regard for local bilingual education. They expressed the view that TBE is developing the self-image of the students and a positive attitude toward school.

6. The overwhelming majority of the parents surveyed expressed a desire to receive training in order to better participate in bilingual education.

7. An overwhelming majority expressed a highly favorable attitude toward parental participation in bilingual education.

Recommendations

The following recommendations are based on the writer's experience and the findings of this study.

1. Administrators should take Chapter 71 A as an opportunity to initiate school change in order to provide services for non-English speaking children, making every effort to design programs to suit their needs. One important factor in the process is the awareness and sensitivity shown toward linguistically and culturally different children.

2. Institutions of higher education must provide pre- and in-service training for the people involved in the implementation of Chapter 71 A. The state colleges have an important role to accomplish in this endeavor.

Private colleges and universities should re-evaluate their role and responsibilities especially in relation to the non-English speaking population.

3. The different Divisions and bureaus within the SDE should begin to implement programs for non-English speaking students.

4. The often criticized "transitional" characteristic of Chapter 71 A should be reviewed and evaluated. Alternatives to post-TBE instruction should be proposed to the legislators. The possibility of obtaining legislation for the maintenance of language and culture initiated by the Bilingual Advisory Council should be pursued.

5. The reimbursement of funds to LEAs under Chapter 71 A should be made directly to the school system rather than to the general fund of the city or town. In this way the school system will have the funds immediately available instead of having to request them from the city administrators every year.

6. Because of the complexity of the educational matters treated by the Bilingual Advisory Council, and the variety of its members, it is necessary to consider the need for training Council members and the need for developing by-laws.

7. The guidelines for the identification and placement of children with limited English-speaking ability should be

reviewed and made more specific. The practices of LEAs in identification and placement and transference should also be reviewed. The development of more adequate criteria for students' evaluation and testing instruments must be given priority.

8. It is necessary to develop criteria for transferring TBE students into the regular program.

9. It is necessary to provide training to the members of the Board of Examiners and standardize the procedure for evaluating the bilingual teacher's language proficiency. The transfer of the evaluation responsibility from LEA control to college and university control was an improvement, but it is still necessary to devote more time and attention to this matter, especially for the cultural awareness evaluation.

10. A review of the PAC guidelines is necessary in order to provide better parental participation in local TBE programs and the formation of a state PAC.

11. Priority should be given to the curriculum mandate of Chapter 71 A. Guidelines for the secondary school curriculum are a crucial need.

12. Curriculum materials centers should be established in the regional offices of the SDE. Qualified personnel must provide services to the bilingual teachers.

13. The local transitional bilingual education program

supervision should be improved. It is necessary to train local supervisors. Colleges and universities must cooperate in this effort.

14. The initial objectives of the Bureau of TBE were geared to the needs of the first year of implementation. The update of the objectives must be continuous effort in order to meet the needs of the program implementation.

15. The increase of the numbers of personnel in the Bureau of TBE and the administrative budget allocation is of primary importance. A director, three supervisors and one secretary were overloaded by the variety of responsibilities and functions in the process of implementing this landmark legislation. Currently there are six on the professional staff but still some regional areas are not served at all and others are not adequately served.

16. Provide training to PAC statewide in cooperation with LEAs and other community agencies in order to improve their participation in the implementation of Chapter 71 A.

APPENDICES

APPENDIX A

CHAPTER 71 A, TRANSITIONAL BILINGUAL
EDUCATION ACT AND REGULATIONS

CHAPTER 71A TRANSITIONAL BILINGUAL EDUCATION

Passed, November 4, 1971

Enacted, February 4, 1972

An act providing for the establishment and implementation of programs in transitional bilingual education in the public schools of the commonwealth, with reimbursement by the commonwealth to cities, towns and school districts to finance the additional costs of such programs.

[Added, 1971, ch. 1005, sect. 1 and sect. 2]

Section 1. *Declaration of policy.* The General Court finds that there are large numbers of children in the commonwealth who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The General Court believes that a compensatory program of transitional bilingual education can meet the needs of these children and facilitate their integration into the regular public school curriculum. Therefore, pursuant to the policy of the commonwealth to insure equal educational opportunity to every child, and in recognition of the needs of children of limited English-speaking ability, it is the purpose of this act to provide for the establishment of transitional bilingual education programs in the public schools, and to provide supplemental financial assistance to help local school districts to meet the extra costs of such programs.

Section 2. The General Laws are hereby amended by inserting after chapter 71 the following chapter:

Section 1. The following words, as used in this chapter shall, unless the context requires otherwise, have the following meanings: —

“Department,” the department of education.

“School committee,” the school committee of a city, town or regional school district.

“Children of limited English-speaking ability,” (1) children who were not born in the United States whose native tongue is a language other than English and who are incapable of performing ordinary classwork in English and (2) children who were born in the United States of non-English speaking parents and who are incapable of performing ordinary classwork in English.

“Teacher of transitional bilingual education,” a teacher with a speaking and reading ability in a language other than English in which bilingual education is offered and with communicative skills in English.

“Program in transitional bilingual education,” a fulltime program of instruction (1) in all those courses or subjects which a child is required by law to receive and which are required by the child’s school committee which shall be

given in the native language of the children of limited English-speaking ability who are enrolled in the program and also in English, (2) in the reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program and in the oral comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

Section 2. Each school committee shall ascertain, not later than the first day of March, under regulations prescribed by the department, the number of children of limited English-speaking ability within their school system, and shall classify them according to the language of which they possess a primary speaking ability.

When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in existing private school systems, twenty or more children of limited English-speaking ability in any such language classification, the school committee shall establish, for each classification, a program in transitional bilingual education for the children therein; provided, however, that a school committee may establish a program in transitional bilingual education with respect to any classification with less than twenty children therein.

Every school-age child of limited English-speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in transitional bilingual education established for the classification to which he belongs by the city, town or school district in which he resides for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur.

A child of limited English-speaking ability enrolled in a program in transitional bilingual education may, at the discretion of the school committee and subject to the approval of the child's parent or legal guardian, continue in that program for a period longer than three years.

An examination in the oral comprehension, speaking, reading and writing of English, as prescribed by the department, shall be administered annually to all children of limited English-speaking ability enrolled and participating in a program in transitional bilingual education. No school committee shall transfer a child of limited English-speaking ability out of a program in transitional bilingual education prior to his third year of enrollment therein unless the parents of the child approve the transfer in writing, and unless the child has received a score on said examination which, in the determination of the department, reflects a level of English language skills appropriate to his or her grade level.

If later evidence suggests that a child so transferred is still handicapped by an inadequate command of English, he may be re-enrolled in the program for a length of time equal to that which remained at the time he was transferred.

Section 3. No later than ten days after the enrollment of any child in a program in transitional bilingual education the school committee of the city, town or the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a program in transitional bilingual education. The notice shall contain a simple, non-technical description of the purposes, method and content of the program in which the child is enrolled and shall inform the parents that they have the right to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. Said notice shall further inform the parents that they have the absolute right, if they so wish, to withdraw their child from a program in transitional bilingual education in the manner as hereinafter provided.

The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability.

Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw his child from said program by written notice to the school authorities of the school in which his child is enrolled or to the school committee of the city, town or the school district in which his child resides.

Section 4. A school committee may allow a non-resident child of limited English-speaking ability to enroll in or attend its program in transitional bilingual education and the tuition for such a child shall be paid by the city, town, or the district in which he resides.

Any city, town or school district may join with any other city, town, school district or districts to provide the programs in transitional bilingual education required or permitted by this chapter.

The commonwealth, under section eighteen A of chapter fifty-eight, shall reimburse any city, town or district for one-half of the cost of providing transportation for children attending a program in transitional bilingual education outside the city, town or district in which they reside.

Section 5. Instruction in courses of subjects included in a program of transitional bilingual education which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art, music and physical education, children of limited English-speaking ability shall participate fully with their English-speaking contemporaries in the regular public school classes provided for said subjects. Each school committee of every city, town or school district shall ensure to children enrolled in a program in transitional bilingual education practical and meaningful opportunity to participate fully in the extra-curricular activities of the regular public schools in the city, town or district. Programs in transitional bilingual education shall, whenever feasible, be located in the regular public schools of the city, town or the district rather than separate facilities.

Children enrolled in a program of transitional bilingual education whenever possible shall be placed in classes with children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school committee so combining shall ensure that the instruction given each child is appropriate to his or her level of educational attainment and the city, town or the school districts shall keep adequate records of the educational level and progress of each child enrolled in a program. The maximum student-teacher ratio shall be set by the department and shall reflect the special educational needs of children enrolled in programs in transitional bilingual education.

Section 6. The board of education, hereinafter called the board, shall grant certificates to teachers of transitional bilingual education who possess such qualifications as are prescribed in this section. The requirements of section thirty-eight G of chapter seventy-one shall not apply to the certification of teachers of transitional bilingual education. Teachers of transitional bilingual education, including those serving under exemptions as provided in this section, shall be compensated by local school committees not less than a step on the regular salary schedule applicable to permanent teachers certified under said section thirty-eight G.

The board shall grant certificates to teachers of transitional bilingual education who present the board with satisfactory evidence that they (1) possess a speaking and reading ability in a language, other than English, in which bilingual education is offered and communicative skills in English; (2) are in good health, provided that no applicant shall be disqualified because of blindness or defective hearing; (3) are of sound moral character; (4) possess a bachelor's degree or an earned higher academic degree or are graduates of a normal school approved by the board; (5) meet such requirements as to courses of study, semester hours therein, experience and training as may be required by the board; and (6) are legally present in the United States and possess legal authorization for employment.

For the purpose of certifying teachers of transitional bilingual education, the board may approve programs at colleges or universities devoted to the preparation of such teachers. The institution shall furnish the board with a student's transcript and shall certify to the board that the student has completed the approved program and is recommended for a teaching certificate.

No person shall be eligible for employment by a school committee as a teacher of transitional bilingual education unless he has been granted a certificate by the board; provided, however, that a school committee may prescribe such additional qualifications, approved by the board. Any school committee may upon its request be exempted from the certification requirements of this section for any school year in which compliance therewith would in the opinion of the department constitute a hardship in the securing of teachers of transitional bilingual education in the city, town or regional school district. Exemptions granted under this section shall be subject to annual renewal by the department.

A teacher of transitional bilingual education serving under an exemption as provided in this section shall be granted a certificate if he achieves the requisite qualifications therefor. Two years of service by a teacher of transitional bilingual education under such an exemption shall be credited to the teacher in acquiring the status of serving at the discretion of the school committee as provided in section forty-one of chapter seventy-one, and said two years shall be deemed to immediately precede, and be consecutive with, the year in which a teacher becomes certified. In requesting an exemption under this section a school committee shall give preference to persons who have certified as teachers in their country or place of national origin.

All holders of certificates and legal exemptions under the provisions of section thirty-eight G of chapter seven-one who provide the board with satisfactory evidence that they possess a speaking and reading ability in a language other than English may be certified under this section as a teacher of transitional bilingual education.

Nothing in this chapter shall be deemed to prohibit a school committee from employing to teach in a program in transitional bilingual education a teacher certified under section thirty-eight G of chapter seventy-one, so long as such employment is approved by the department.

Section 7. A school committee may establish on a full or part-time basis pre-school or summer school programs in transitional bilingual education for children of limited English-speaking ability or join with the other cities, towns, or school districts in establishing such pre-school or summer programs. Pre-school or summer programs in transitional bilingual education shall not substitute for programs in transitional bilingual education required to be provided during the regular school year.

Section 8. The costs of the programs in transitional bilingual education required or permitted under this chapter, actually rendered or furnished, shall, for the amount by which such costs exceed the average per pupil expenditure of the city, town or the school district for the education of children of comparable age, be reimbursed by the commonwealth to the city, town or regional school districts as provided in section eighteen A of chapter fifty-eight.

Reimbursement shall be made upon certification by the department that programs in transitional bilingual education have been carried out in accordance with the requirements of this chapter, the department's own regulation, and approved plans submitted earlier by city, town or the school districts, and shall not exceed one and one-half million dollars for the first year, two and one-half million dollars per year for the second and third years, and four million dollars per year for the fourth and subsequent years of programs in transitional bilingual education. In the event that amounts certified by the department for reimbursement under this section exceed the available state funds therefor, reimbursement of approved programs shall be made based on the ratio of the maximum available state funds to the total funds expended by all of the school committees in the commonwealth.

Nothing herein shall be interpreted to authorize cities, towns or school districts to reduce expenditures from local and federal sources, including monies allocated under the federal Elementary and Secondary Education Act, for transitional bilingual education programs.

The costs of programs in transitional bilingual education, other than those actually reimbursed under this chapter, shall be "reimbursable expenditures" within the meaning of chapter seventy, and shall be reimbursed under said chapter.

Section 9. In addition to the powers and duties prescribed in previous sections of this chapter, the department shall exercise its authority and promulgate rules and regulations to achieve the full implementation of all provisions of this chapter. A copy of the rules and regulations issued by the department shall be sent to all cities, towns and school districts participating in transitional bilingual education.

Section 3. Subsection (b) of chapter 58 of the General Laws is hereby amended by striking out paragraph (3), as appearing in section 7 of chapter 546 of the acts of 1969, and inserting in place thereof the following paragraph:

(3) On or before November twentieth, the reimbursements for the special education programs required to be paid by the commonwealth under chapters sixty-nine, seventy-one and seventy-one A.

Section 4. Chapter 69 of the General Laws is hereby amended by inserting after section 34 under the caption BUREAU OF TRANSITIONAL EDUCATION the following section:

Section 35. There shall be established within the department, subject to appropriation, a bureau of transitional bilingual education which shall be headed by a project director. The project director shall be appointed by the board of education upon the recommendation of the commissioner, and said project director shall have the minimum qualifications of a bachelor degree in either business administration, liberal arts, or science, and shall have at least two years of documented administrative or teaching experience. The project director shall file a quarterly report with the board of education, the clerk of the house of representatives and the clerk of the senate.

The bureau for transitional bilingual education shall be charged with the following duties: (1) to assist the department in the administration and enforcement of the provisions of chapter seventy-one A and in the formulation of the regulations provided for in said chapter; (2) to study, review, and evaluate all available resources and programs that, in whole or in part, are or could be directed toward meeting the language capability needs of children and adults of limited English-speaking ability resident in the commonwealth; (3) to compile information about the theory and practice of transitional bilingual education in the commonwealth and elsewhere, to encourage experimentation and innovation in the field of transitional bilingual education, and to make an annual report to the general court and the governor; (4) to provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the

planning, development, and evaluation of transitional bilingual education programs in the districts serving their children, and to provide for the maximum practicable involvement of parents of children of limited English-speaking ability, teachers and teachers' aides of transitional bilingual education, community coordinators, representatives of community groups, educators and laymen knowledgeable in the field of transitional bilingual education in the formulation of policy and procedures relating to the administration of chapter seventy-one A by the commonwealth; (5) to consult with other public departments and agencies, including but not limited to the department of community affairs, the department of public welfare, the division of employment security, and the Massachusetts commission against discrimination, in connection with the administration of said chapter; (6) to make recommendations to the department in the areas of pre-service and in-service training for teachers of transitional bilingual education programs, curriculum development, testing and testing mechanisms, and the development of materials for transitional bilingual education courses; and (7) to undertake any further activities which may assist the department in the full implementation of said chapter.

Section 5. Chapter eight hundred and fifty-two of the acts of nineteen hundred and seventy is hereby repealed.

House of Representatives,
October 26, 1971



The Commonwealth of Massachusetts

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OFFICE OF THE SECRETARY
STATE HOUSE, BOSTON, MASS.

*Rules and Regulations filed in this Office under the provisions of
CHAPTER 30A as amended.*

Filed by DEPARTMENT OF EDUCATION

REGULATIONS FOR TRANSITIONAL BILINGUAL EDUCATION

Date Filed JULY 20, 1972

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Chapter 233, sec. 75

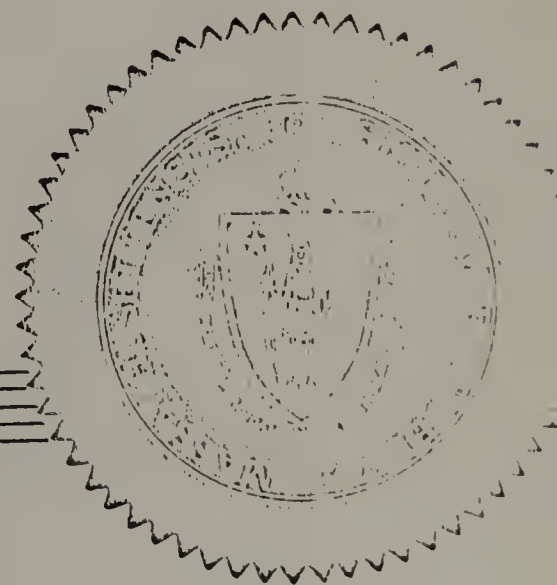
Printed copies of rules and regulations purporting to be issued by authority of any department, commission, board or Officer of the Commonwealth or any city or town having authority to adopt them, or printed copies of any ordinances or town by-laws, shall be admitted without certification or attestations, but if this genuineness is questioned, the court may require such certifications or attestations thereof as it deems necessary.

Attested as a true copy

JOHN F. X. DAVOREN

John F. X. Davoren

SECRETARY OF THE COMMONWEALTH





Department of Education

182 Tremont Street, Boston 02111

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OFFICE OF THE COMMISSIONER

July 18, 1972

M E M O R A N D U M

TO: John F. X. Davoren, Secretary of State
FROM: Thomas J. Curtin, Acting Commissioner
SUBJECT: Regulations for Transitional Bilingual
Education Pursuant to Chapter 71A

These Regulations are issued by the Board of Education under the Authority set forth in General Law Chapter 71A and in accordance with the procedures set forth in General Law Chapter 30-A.

At a meeting of the Board of Education duly called and held at 178 Tremont Street, Boston, Massachusetts on July 18, 1972, a quorum being present, it was voted to adopt the attached regulations for Transitional Bilingual Education.

A True Copy

Attest:

Thomas J. Curtin
Acting Commissioner of Education

July 19, 1972

Regulations Received

By: _____
Office of the Secretary of State

Time: _____

Date: _____

SECRETARY OF STATE
PUBLIC RELATIONS OFFICE
JUL 20 10 40 AM '72

REGULATIONS FOR USE IN ADMINISTERING PROGRAMS IN TRANSITIONAL BILINGUAL EDUCATION

1. All provisions contained within the Transitional Bilingual Education Act, Mass. G.L. Ch. 71A, are hereby incorporated in these regulations by reference.
2. For the 1972-73 school year, school districts participating in the Transitional Bilingual Education program shall comply with the current school census law, Mass. G.L. Ch. 72, Sec. 2, and any regulations and/or guidelines promulgated by the Commissioner of Education respecting the census.
3. For the 1973-1974 school year and thereafter, each school committee shall conduct a census not later than March 1 of each year, of the number of children of limited English-speaking ability resident in the district. Such census shall count children resident in the district both in and out of school. In making such census the school committees shall seek the assistance and cooperation of agencies, organizations, or community groups, public or private, which have access to or information about children of limited English-speaking ability resident in the district. Every effort shall be made to keep the census current.
4. Each school district shall designate one regular employee principally responsible for the school district's census-taking activities under the Act.
5. School or non-school personnel conducting the census shall be able to communicate in the home language of the children being counted.
6. Children of limited English-speaking ability shall mean those children who meet the statutory requirements of native tongue and parentage and who have difficulty performing ordinary classwork in English due to problems handling the English language.
7. Each school district shall classify children of limited English-speaking ability within the district by the language a teacher of Transitional Bilingual Education qualified under Section 6 of the Act and the regulations designates as the child's primary language, or the language a parent of such child identifies as the child's primary language. Such language classifications shall correspond to living foreign languages such as Spanish, Portuguese, Chinese, French, Italian, Greek, etc.
8. A local project director, supervisor, or teacher in charge of Transitional Bilingual Education qualified under Section 6 of the Act and the regulations shall annually evaluate every child considered for placement in Transitional Bilingual Education and determine whether the child is of limited English-speaking ability and therefore eligible for a Transitional Bilingual Education program. Such determination shall be made according to guidelines established by the Bureau of Transitional Bilingual Education, and summarized in a short narrative statement entered in the child's school record. No child shall be placed in the Transitional Bilingual Education program unless such evaluation has been made. Every child determined to be eligible shall be placed in a Transitional Bilingual Education program according to the provisions of Section 3 of the Act. In initially establish-

ing Transitional Bilingual Education programs for all eligible children, priority shall be given to establishment of Transitional Bilingual Education programs for younger children. The parent of any child resident in the school district may request evaluation of his/her child for Transitional Bilingual Education, and the school district shall provide such evaluation upon parental request.

9. When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in existing private school systems, twenty or more children of limited English-speaking ability in any such language classification, the school committee shall establish, for each classification, a program in Transitional Bilingual Education for all the children therein; provided, however, that a school committee may establish a program in Transitional Bilingual Education with respect to any classification with less than twenty children therein.

10. No school district shall enroll children of limited English-speaking ability of different primary language backgrounds in the same Transitional Bilingual Education class, without prior approval of the Bureau of Transitional Bilingual Education.

11. The costs of instruction, training and support, including the cost of Transitional Bilingual Education personnel, materials and equipment, tuition, intradistrict transportation, and consultant services, of the children in Transitional Bilingual Education classes under Chapter 71A, shall, for the amount by which such costs exceed the average per pupil expenditure of the school district for the education of children of comparable age, be reimbursed by the Commonwealth. Such reimbursement shall be made only after approval and certification by the Bureau of Transitional Bilingual Education that funds for Transitional Bilingual Educational personnel, materials and equipment, tuition, intra-district transportation and consultant services were actually expended and that Transitional Bilingual Education classes have met the standards and requirements prescribed by the Act and the regulations.

12. An extra cost figure from 250 dollars to 500 dollars per pupil is considered reasonable for reimbursement under the Transitional Bilingual Act. Extra cost figures in excess of 500 dollars per pupil may be reimbursable under the Act. Considerations justifying extra per pupil cost expenditures in excess of 500 dollars will include planning costs of Transitional Bilingual Education programs, newness of programs, rapid expansion of existing programs, curriculum development, and material acquisition.

13. Determination of the extra costs of programs in Transitional Bilingual Education shall be made in conformity with accounting standards now in use, developed and to be developed by the Department of Education.

14. The costs of tuition for teachers or teacher aides training programs, when the teacher or teacher aide will teach or aide in teaching the Transitional Bilingual Education program in the following semester or school year shall be reimbursable up to an amount not exceeding 5 percent of the total reimbursable costs under this Act.

15. Extra costs of providing intra-district transportation for students enrolled in Transitional Bilingual Education programs shall be reimbursable expenses under the Act. However, no intra-district transportation expenses shall be reimbursable unless children of limited English-speaking ability cannot be accommodated within existing intra-district transportation schemes, other state transportation funds are not available, and the Bureau of Transitional Bilingual Education has approved such intra-district transportation as necessary for carrying out the purposes of the Act.
16. No school district shall decrease the level of local expenditure devoted to programs in Transitional Bilingual Education without prior approval of the Bureau of Transitional Bilingual Education.
17. No school district shall divert federal funds now expended on the education of children of limited English-speaking ability to other uses without prior approval of the Bureau of Transitional Bilingual Education. However, school districts may use federal funds for educational programs of benefit to children of limited English-speaking ability not satisfying the definition of Transitional Bilingual Education contained in the Act. It is recommended that federal monies be used for non-reimbursable and non-reimbursed costs of programs in Transitional Bilingual Education and other programs benefitting children of limited English-speaking ability.
18. In the event that reimbursable expenditures under the Act exceed total available state money for reimbursement, local districts shall receive reimbursement calculated as follows:
- $$\% \text{ reimbursement} = \frac{\text{total available state money}}{\text{total reimbursable expenditures under Ch. 71A}}$$
- $$\text{local district reimbursement} = \% \text{ reimbursement} \times \text{local reimbursable expenditures.}$$
19. Costs of Transitional Bilingual Education programs other than those actually reimbursed under the Act, shall be "reimbursable expenditures" within the meaning of Mass. G.L. Ch. 70, and shall be reimbursed under said Chapter.
20. Programs in Transitional Bilingual Education shall mean a full-time program of instruction (1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school district in the native language of the children of limited English-speaking ability who are enrolled in the program and in English; (2) in the reading and writing of the native language of the children of the program and in the aural comprehension, speaking, reading and writing of English; and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.
21. Instruction in courses of subjects included in a program of Transitional Bilingual Education which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art,

music and physical education, children of limited English speaking ability shall participate fully with their English-speaking contemporaries in the regular public school classes provided for said subjects. Each school committee of every city, town or school district shall ensure to children enrolled in a program in Transitional Bilingual Education practical and meaningful opportunity to participate fully in the extra-curricular activities of the regular public schools in the school district. Programs in Transitional Bilingual Education shall be located in regular public school rather than separate facilities, unless such location is shown to be not feasible and is approved by the Bureau of Transitional Bilingual Education.

22. Every school-age child of limited English-speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in Transitional Bilingual Education for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur. A child of limited English speaking ability enrolled in a program in Transitional Bilingual Education may, at the discretion of the school committee and subject to the approval of the child's parent or legal guardian, be continued in that program for a period longer than three years.

23. Transitional Bilingual Education programs shall be designed and conducted so that students enrolled in such programs can achieve skills in aural comprehension, speaking, reading and writing of English sufficient to perform ordinary classwork in English within the three-year transitional period.

24. The maximum student-teacher ratio shall be 15:1, except that the student-teacher ratio may be 20:1 where a native speaking teacher's aide is assigned to a Transitional Bilingual Education class, or a non-native speaking teacher's aide is assigned to a Transitional Bilingual Education class taught by a native speaker of the primary language of the children enrolled in the Transitional Bilingual Education program.

25. It is highly recommended that native speaking teacher aides be utilized in conjunction with Transitional Bilingual Education programs. Teacher aides should possess a speaking ability in the primary language of the children enrolled in the Transitional Bilingual Education program to which they are assigned. Wherever possible, it is recommended that such teacher aides be paid out of Title I funds, federal Elementary and Secondary Education Act.

26. The age spread in any Transitional Bilingual Education class shall be no more than 3 years from the oldest to the youngest child, except that the age spread in any Transitional Bilingual Education kindergarten class shall be no more than one year from the oldest to the youngest child.

27. The regulations shall be interpreted as encouraging experimentation or innovation in teaching Transitional Bilingual Education classes, including the use of such teaching techniques and devices as open classrooms, team teaching, etc. Programs in Transitional Bilingual Education need not duplicate courses of instruction in English and the native language. Ideas have no language.

28. Children enrolled in programs in Transitional Bilingual Education shall be taught the history and culture of their own background and the history and culture of the United States and to draw upon and balance both. Instruction in history and culture shall not stress memorization but knowledge which will encourage a student to keep and respect his own heritage and draw upon and understand the American way of life.

29. Children of limited English-speaking ability shall receive full regular program credit for all years completed and courses taken in programs for Transitional Bilingual Education. Children of limited English-speaking ability who move from programs in Transitional Bilingual Education of one school or school district to the Transitional Bilingual Education program of another school or school district shall do so without loss of grade.

30. It is highly recommended that school districts utilize full or part time native-speaking community coordinators who shall act as liaisons between the school district and the parents of children of limited English-speaking ability and visit the homes of the children in order to exchange information about the Transitional Bilingual Education program.

31. It is highly recommended that school districts utilize full or part-time native speaking guidance or pupil adjustment counselors in Transitional Bilingual Education programs.

32. School districts participating in Transitional Bilingual Education programs shall take measures to assure adequate administration of the programs. A school district administering a Transitional Bilingual Education program for 200 or more children shall appoint a local project director, supervisor, or teacher in charge for its Transitional Bilingual Education program. The local project director, supervisor, or teacher in charge shall be qualified to teach in a Transitional Bilingual Education program and shall exercise supervisory responsibility over the district's Transitional Bilingual Education program.

33. School districts participating in Transitional Bilingual Education programs shall designate a committee of three or more members, including one or more representatives each from the school administration, Transitional Bilingual Education Program, and Parent Advisory Committee, who shall be responsible for conducting an annual review of the district's Transitional Bilingual Education programs and reporting its conclusions to the Bureau of Transitional Bilingual Education and the school committee. Such committee shall insure the district's awareness of regulations, guidelines, and communications between the Department of Education and the local districts.

34. School districts shall send progress reports to parents of children enrolled in Transitional Bilingual Education programs in the same manner and frequency as progress reports sent to parents of other children enrolled in the school district. Such progress reports shall be written in English and the native language of the parents of children enrolled in the program.

35. Children enrolled in Transitional Bilingual Education programs shall have full access to special and other educational services available to other children in local school districts.

36. Preschool or summer school Transitional Bilingual Education programs shall comply with the statutory definition of Transitional Bilingual Education, except that such preschool or summer Transitional Bilingual Education programs may be full or part-time.

37. A school district may provide a kindergarten program in Transitional Bilingual Education, and the extra costs of such programs shall be reimbursable expenditures under Section 7 of the Act. One year of a kindergarten program in Transitional Bilingual Education may be counted toward the three-year Transitional Bilingual Education programs required or permitted under the Act. School districts are highly encouraged to provide kindergarten programs in Transitional Bilingual Education.

38. For the 1973-74 school year and thereafter, each school district operating a Transitional Bilingual Education program shall establish a Parent Advisory Committee (PAC) on Transitional Bilingual Education. The Parent Advisory Committee shall be comprised of parents of children of limited English-speaking ability enrolled in Transitional Bilingual Education programs. The Parent Advisory Committee shall have at least five members, including one or more representatives from every language group in which Transitional Bilingual Education is conducted in the district. Members of the Parent Advisory Committee shall be selected in a manner which fairly represents the view of parents of children in Transitional Bilingual Education programs.

39. The Parent Advisory Committee shall meet regularly with school officials, and at least once annually with the school committee, to participate in the planning, development and evaluation of the district's Transitional Bilingual Education program. Members of the PAC shall have access to Transitional Bilingual Education program records.

40. The Parent Advisory Committee may appoint subcommittees (sub-PACs) for different language groups and/or schools participating in the district's Transitional Bilingual Education program.

41. After the 1972-1973 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each member of the Parent Advisory Committee.

42. Parents of children of limited English-speaking ability enrolled in Transitional Bilingual Education programs who are members of Title I Parent Advisory Committees shall be eligible to participate on Parent Advisory Committees established under the Act and regulations.

43. Transitional Bilingual Education programs may include children of English-speaking ability subject to the notification and withdrawal provisions of Section 3 of the Act.

44. School districts establishing joint programs under Section 4 of the Act may establish such financial arrangements as they see fit, including tuition arrangements and shall work out equitable reimbursement arrangements with the Bureau of Transitional Bilingual Education and the Department of Education, according to guidelines promulgated by the Department of Education.
45. No later than ten days after the enrollment of any child in a program in Transitional Bilingual Education the school committee of the city, town or the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a program in Transitional Bilingual Education. The notice shall contain a simple, non-technical description of the purposes, method and content of the program in which the child is enrolled and shall inform the parents that they have the right to visit Transitional Bilingual Education classes in which their child is enrolled and to come to the school for a conference to explain the nature of Transitional Bilingual Education. Said notice shall further inform the parents that they have the absolute right, if they so wish, to withdraw their child from a program in Transitional Bilingual Education in the manner as hereinafter provided. The notice shall be in writing in English and the language of which the child or the parents so notified possess a primary speaking ability.
46. It is recommended that notice of enrollment in Transitional Bilingual Education programs be sent to the parents as soon as practicable preferably in the weeks preceding opening of school.
47. Parents shall have an absolute right to withdraw their children from Transitional Bilingual Education programs unconditionally at any time up to one month from the date they receive notice of enrollment. Thereafter, they may exercise their right to withdrawal only at the end or beginning of a semester, or with permission of a teacher of Transitional Bilingual Education qualified under Section 6 of the Act and the regulations.
48. Parents of children of limited English-speaking ability enrolled in Transitional Bilingual Education programs shall have access to their children's individual school records and shall have the right to visit Transitional Bilingual Education classes in which their children are enrolled. Parents shall also have the right to request and receive a conference with a Transitional Bilingual Education teacher qualified under Section 6 of the Act and the regulations, relating to the nature and purposes of the Transitional Bilingual Education program, and their children's progress in school.
49. For the 1972-1973 school year, school districts participating in the Transitional Bilingual Education programs shall submit such letters of intent and plans as may reasonably be required by the Bureau of Transitional Bilingual Education to determine whether the school district is in compliance with the Act and the regulations. For the 1973-1974 school year and thereafter, school districts shall submit letters of intent and plans in accordance with sections 50 through 56 of the regulations.

50. For the 1973-1974 school year and thereafter, school districts shall submit letters of intent for programs in Transitional Bilingual Education to the Bureau of Transitional Bilingual Education by December 1st of the school year preceeding the implementation of a program in Transitional Bilingual Education. Such letter of intent shall contain a short narrative description of the proposed Transitional Bilingual Education program. The Bureau of Transitional Bilingual Education shall provide the school district a response in writing by February 1st of the school year preceeding the implementation of a program in Transitional Bilingual Education.
51. School districts shall submit plans for programs in Transitional Bilingual Education to the Bureau of Transitional Bilingual Education by March 31st of the school year preceeding the implementation of a program in Transitional Bilingual Education. Such plans shall comply with the Act and the regulations and shall contain information required by the Bureau to determine whether the school district is in compliance with the Act and the regulations. Plans shall be submitted in accordance with guidelines and forms to be prepared by the Bureau of Transitional Bilingual Education.
52. Plans shall set forth steps taken towards a census of children of limited English speaking ability resident in the school district.
53. Plans shall describe the ways and means by which a Transitional Bilingual Education program will teach the history and culture of the native land of children of limited English-speaking ability resident in the school district.
54. Allowance shall be made for school districts adopting an 18-month budget for purposes of conversion to a school accounting system by fiscal year.
55. No program in Transitional Bilingual Education shall be eligible for reimbursement which has not submitted a plan approved by the Bureau of Transitional Bilingual Education. The Bureau shall process and approve such plans or recommend changes in such plans by May 15th of the school year preceeding the implementation of a program in Transitional Bilingual Education.
56. Plans submitted for approval of Transitional Bilingual Education programs shall contain Transitional Bilingual Education program projections for the following two school years. Such projections shall be regularly updated for submission with plans for following school years.
57. The Board of Education may upon petition of a school committee waive any of the provisions of these regulations as to any particular district for such time as may to the Board seem reasonable to avoid undue hardship to such district.

APPENDIX B

REGULATION FOR USE IN ADMINISTERING THE
CERTIFICATION OF BILINGUAL TEACHERS

OFFICE OF THE SECRETARY
STATE HOUSE, BOSTON, MASS.

*Rules and Regulations filed in this Office under the provisions of
CHAPTER 30A as amended.*

Filed by DEPARTMENT OF EDUCATION
Regulations for Certification of Teachers of
Transitional Bilingual Education

Date Filed June 6, 1972

Date Published June 7, 1972

Chapter 233, sec. 75

Printed copies of rules and regulations purporting to be issued by authority of any department, commission, board or Officer of the Commonwealth or any city or town having authority to adopt them, or printed copies of any ordinances or town by-laws, shall be admitted without certification or attestations, but if this genuineness is questioned, the court may require such certifications or attestations thereof as it deems necessary.

Attested as a true copy

JOHN F. X. DAVOREN

John F. X. Davoren

SECRETARY OF THE COMMONWEALTH



February 1, 1972

TO: Members of the Professional Standards Committee
Subcommittee for Certification Regulations for
Transitional Bilingual Education

FROM: Thomas P. O'Connor

RE: First Meeting 2:00 P.M. 1/26/72, 13th Floor Conference
Room, 182 Tremont Street, Boston, Massachusetts

The following members of the subcommittee were present at this first meeting: Ernest Mazzone, Juan Rodriguez, Mary Vermette, Richard Newman, Sister Georgia and Thomas P. O'Connor. David Shih, Joaquim Baptiste and Demetri Antoniou attended at the invitation of Sister Georgia, and Jeff Kubrick, Carmen Nicholes, Ignacia Mullon, Barbara Becker and Joseph Bodanza, members of the Bilingual Subcommittee for General Regulations, remained to participate in the discussions. Committee members Jerry Botelho and Alex Rodriguez were unable to attend, and we were unable to contact Charles Smith and John T. Mahoney, the other appointees of the Professional Standards Committee, in time to ask them to meet. John Correria of Fall River and John Mahoney of Holyoke were alternate appointments suggested by MTA President Kathleen Comiskey, a member of the Professional Standards Committee. Since there are other members from Southeastern Massachusetts and none from the Springfield area, we have asked Mr. Mahoney to serve rather than Mr. Correria.

The meeting lasted until after 4:00 P.M. and several items were discussed with varying degrees of enthusiasm. I will not attempt to summarize the discussion except to say that we were progressing steadily toward consensus as the afternoon wore on.

Several participants volunteered to write for information on instruments for the assessment of language skills that are being used throughout the country. Perhaps this will remind them to do so. I am reminded that I volunteered to rough out some tentative regulations.

We will be meeting next on February 16, 1972 at 2:00 P.M. in the Board Room on the 12th Floor at 182 Tremont Street, Boston, Massachusetts. See you then.

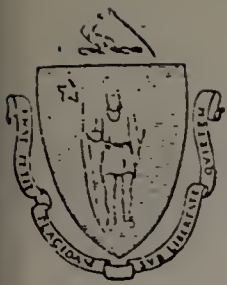
TPO/cag

Enclosure

COMMITTEE FOR CERTIFICATION IN BILINGUAL

130

Jerry Botelho, Director Bilingual Program 21 James Street, Boston, Mass. 02118	261-3968
David L. Fitzpatrick, Director Bureau of Teacher Certification and Placement Mass. Department of Education 182 Tremont Street, Boston, Mass. 02111	727-5726
Sister Francis Georgia Equal Education Opportunity Mass. Department of Education 182 Tremont Street, Boston, Mass. 02111	727-5882
John T. Mahoney, Federal Project Coordinator Holyoke Schools 98 Suffolk Street, Holyoke, Mass.	413-534-5678
Ernest Mazzone, Director Title I, Haverhill Public Schools 44 Primrose Street, Haverhill, Mass. 01830	374-6091
Dr. Richard Newman, Prof. of Secondary Educ. Boston State College 625 Huntington Avenue, Boston, Mass. 02115	731-3300
Thomas P. O'Connor, Assistant Director Bureau of Teacher Certification and Placement Mass. Department of Education 182 Tremont Street, Boston, Mass. 02111	727-5726
... Alex Rodriguez, Asst. to Exec. Director United Community Services 14 Somerset Street, Boston, Mass.	742-2000 Ext. 217
Juan Rodriguez, Interim Director Bilingual Project Mass. Department of Education 182 Tremont Street, Boston, Mass. 02111	727-5746
Dr. Charles Smith, Director of Urban Education Boston College School of Education Newton, Mass. 02167	969-0100 Ext. 2200
Mrs. Mary Vermette MTA and Harvard Graduate School of Education 127 Slocum Road, North Dartmouth, Mass. 02747	993-0435



The Commonwealth of Massachusetts

Department of Education

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182 Tremont Street, Boston 02111

DIVISION OF
REGISTRATION AND PERSONNEL

June 5, 1972

M E M O R A N D U M

TO: John F. X. Davoren, Secretary of State

FROM: David L. Fitzpatrick, Director, Bureau of Teacher
Certification and Placement

RE: Regulations for Certification of Teachers of Transitional
Bilingual Education

This regulation is issued by the Board of Education under the Authority set forth in General Law Chapter 71-A and in accordance with the procedures set forth in General Law Chapter 30-A.

At a meeting of the Board of Education duly called and held at 178 Tremont Street, Boston, Massachusetts on May 23, 1972, a quorum being present, it was voted to adopt the attached regulations for the certification of Teachers of Transitional Bilingual Education.

DLF/cag

Att.

REGULATIONS FOR USE IN ADMINISTERING THE CERTIFICATION OF BILINGUAL TEACHERS

I. *General Regulations for Certification.*

1. An applicant for certification as an elementary, secondary or special subject teacher of Transitional Bilingual Education shall complete and submit an application for such certification on a form provided by the Board of Education.
2. No person shall be employed by a school committee as a teacher of Transitional Bilingual Education unless granted the appropriate certificate by the Board of Education or unless serving under an exemption granted by the Board of Education as provided by #3 and #4 below.
3. A request by a school committee to be exempt for any school year from the requirements of #2 above must be completed on waiver forms supplied by the Board of Education. Requests for such exemptions will be considered only if the individual for whom the waiver is being requested has filed a completed application for certification. Subsequent exemptions for the same individual may be granted the school committee on application if the superintendent attests to the individual's successful teaching performance and if evidence of substantial progress toward meeting certification requirements is provided.
4. Anyone certified or legally exempt under Section 38G of Chapter 71 and legally employed before the date of promulgation of these regulations as a teacher of bilingual education in a program in Transitional Bilingual Education such as that defined in Section 1 of Chapter 71A shall be exempt from the certification requirements in #2 above as a teacher of Transitional Bilingual Education at the level and in the subject of such employment.
5. The certificates issued by the Board of Education under these regulations shall be permanent certificates.
6. A temporary substitute teacher not certified by the Board may be employed by a school committee as a teacher of bilingual education to take the place of a regularly employed teacher of Transitional Bilingual Education who is on leave for less than a school year because of illness or any other authorized reason.
7. The term "normal school" as used in the law shall be interpreted to mean four-year normal school courses.
8. Normal schools must be approved by the Board of Education. Normal schools outside Massachusetts may be approved by the Board if they are approved by the Department of Education/Ministry of Education of the State/Country in which they are operated.
9. Courses in education must be so listed in official publications or so described in official letters of the college or university.

10. Six semester hours of student teaching required for teaching certificates is interpreted to mean only that part of the student teaching program which is devoted to student participation and independent practice.

11. Two semesters or seven months with evidence of contract renewal of paid, continuous, successful teaching experience in a class of Transitional Bilingual Education at the appropriate level may be accepted in lieu of supervised student teaching when validated by the employing superintendent or supervising building principal.

12. Whenever certification regulations promulgated under Section 38G of Chapter 71 are being revised, certification regulations promulgated under Chapter 71A shall be reviewed for possible adaptations. The State Bilingual Advisory Council will be consulted in any such review.

13. A. Any certificate issued by the Board of Education may be revoked for cause. The Board may find cause for revocation by a majority vote at any regular or special meeting if it is found that:

- 1) The certificate was obtained through fraud or the misrepresentation of material fact.
- 2) The holder of the certificate is professionally unfit to perform the duties for which certification was granted.
- 3) The holder of a certificate is convicted in a court of law of seditious or subversive activity in violation of a state or federal law or of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the Board of Education the person so convicted discredits the profession or brings into disrepute the Massachusetts certificate.

B. No certificate shall be revoked unless:

1) The holder is notified by registered mail to the last address listed by the holder in the Bureau of Teacher Certification and Placement of the reasons for revocation and attached thereto a copy of this regulation. Such notification must be issued at least thirty days prior to the effective date of notification in which to request in writing a hearing before the Board of Education on the issue of revocation. If such a request for a hearing is received by the Board of Education, the Board shall set a date for such hearing not later than ninety days after the date of the original notice of revocation. The holder of a certificate may be represented by counsel at such hearing. The hearing will be private but the certificate holder may present such witnesses as may be necessary to rebut the causes alleged for revocation.

2) Within thirty days of the date of the hearing, the Board of Education shall vote on the question of revocation of the certificate. If two-thirds of the membership of the Board shall vote in the affirmative, the holder's certificate shall be revoked. The holder

shall be notified of the results of the vote by registered mail to the last address known to the Bureau of Teacher Certification and Placement.

C. Notice of revocation of certification shall be sent to all Massachusetts superintendents of schools and to the certification officers of every state within ten days of the effective date of such revocation.

D. No person whose certificate has been revoked under these regulations may again be certified in Massachusetts except by two-thirds vote of membership of the Board of Education.

14. A school committee or an approved teacher preparatory institution, using criteria established by the Board of Education, may determine that an individual possesses a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability. A statement to this effect signed by a superintendent of schools or the appropriate administrator of the preparing institution and approved by the Director of the Bureau of Transitional Bilingual Education may be submitted as evidence that an individual meets this requirement.

15. Graduates of institutions accredited by the National Council for the Accreditation of Teacher Education, NCATE, upon evidence of completion of a program approved for the certification of teachers of bilingual education and recommendation of the preparing institution may be deemed to have completed a preparational program adequate for issuance of the appropriate certificate as a teacher of Transitional Bilingual Education.

16. Graduates of preparatory programs approved by the Board of Education using the guidelines for program approval embodied in the National Association of State Directors of Teacher Education and Certification, NASDTEC, publication *Standards for State Approval of Teacher Education*, may upon evidence of completion of a program approved for the certification of teachers of bilingual education and recommendation of the preparing institution be deemed to have completed a preparational program adequate for the issuance of the appropriate certificate for teachers of Transitional Bilingual Education.

II. *Specific Regulations for Certificates.*

Elementary School Teachers of Transitional Bilingual Education (Kindergarten through Grade VIII).

An applicant for certification as an elementary teacher of Transitional Bilingual Education shall submit evidence of eighteen semester hours in elementary education, not less than six semester hours of which must be in supervised student teaching in a bilingual education class in the elementary grades. The remaining semester hours must include courses covering Meth-

ods and Materials in Bilingual Education in Elementary Education and one of the following:

Educational Psychology, including Child Growth and Development,
Philosophy of Education,
Curriculum Development in Bilingual Education in Elementary Education.

Secondary School Teachers of Transitional Bilingual Education (Junior and Senior High Schools).

An applicant for certification as a teacher of Transitional Bilingual Education in the secondary schools shall submit evidence of:

1) Twelve semester hours in Secondary Education, not less than six semester hours of which must be in supervised student teaching in bilingual education in the secondary grades. The remaining semester hours must include courses in Methods and Materials in Bilingual Education in Secondary Education and one or more of the following areas:

Educational Psychology, including Adolescent Growth and Development,
Philosophy of Education,
Curriculum Development in Bilingual Education in Secondary Education

and

2) Eighteen semester hours in one of the following areas: English, History, Geography, Social Studies, Mathematics, Chemistry, Physics, Biology, General Science, Earth Science, one of the foreign languages.

Special Subject Teachers of Transitional Bilingual Education.

An applicant for certification as a special subject teacher of Transitional Bilingual Education shall submit evidence of:

1) Twelve semester hours in Education approved for the preparation of teachers of the special subject. Not less than six semester hours must be in supervised student teaching at the appropriate level. The remaining semester hours must include courses in Methods and Materials in Bilingual Education and one of the following areas:

Education Psychology, including Child and/or Adolescent Growth and Development,
Philosophy of Education,
Curriculum Development in the Special Subject Field

and

2) Eighteen semester hours in one or more of the following areas: Health and Physical Education, Health, Business Subjects, Home Economics, Industrial Arts, Reading, Art, Music, Speech, Driver Education.

Special Class Teachers of Transitional Bilingual Education (Mentally Retarded).

1) An applicant for certification as a special class teacher of Transitional Bilingual Education shall submit evidence of thirty semester hours in Education covering the following areas:

Methods and Materials in Bilingual Education,
Psychology of Subnormal and Unadjusted Children,
Industrial Arts and/or Crafts or Domestic Arts,
Special Class Methods,
Educational Measurements,
Supervised Student Teaching

or

2) Regularly appointed teachers of bilingual education with three years of classroom experience in bilingual education may be certified as teachers of Transitional Bilingual Education by submitting evidence of such experience together with proof of completion of twelve semester hours of:

Psychology of Subnormal and Unadjusted Children,
Special Class Methods,
Educational Measurements,
Industrial Arts and/or Crafts or Domestic Arts.

Teachers of Speech and Hearing Handicapped in Transitional Bilingual Education.

An applicant for certification as a teacher of speech and hearing handicapped in Transitional Bilingual Education shall submit evidence of thirty semester hours of Education. Eighteen of these semester hours shall be distributed over the following six required areas, each of which shall be represented by at least one two-semester-hours course:

Anatomy and Physiology of the Speech and Hearing Mechanism,
Speech Pathology,
Speech Correction, including Laboratory Clinical Practice or Student Teaching,
Speech Reading and Auditory Training, including Laboratory Clinical Practice or Student Teaching,
Phonetics,
Diagnostic Hearing Testing.

The remaining twelve semester hours shall include Methods and Materials in Bilingual Education and any three of the following areas:

Psychology of the Handicapped,
Principles of Teaching Handicapped Children,
Child Development,
Adolescent Development,
Guidance,

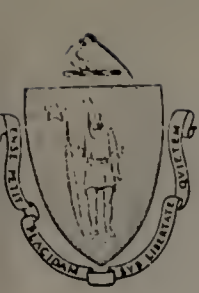
Educational Tests and Measurements,
Mental Hygiene.

Teachers of the Deaf in Transitional Bilingual Education.

An applicant for certification as a teacher of the deaf in Transitional Bilingual Education shall submit evidence of thirty semester hours in Education completed within a six-year period. The thirty semester hours must include courses in:

Methods and Materials in Bilingual Education,
The Teaching of Speech to the Deaf,
The Teaching of Language to the Deaf,
Methods of Teaching Elementary School Subjects to the Deaf,
Problems in the Education and Guidance of the Deaf,
Auditory and Speech Mechanism,
Audiometry, Hearing Aids, and Auditory Training,
Methods of Teaching Speechreading to the Deaf and Hard of Hearing,
Observation and Student Teaching,
Psychology of Exceptional Children.

APPENDIX C
GUIDELINES FOR SCHOOL CENSUS, TBE



The Commonwealth of Massachusetts

Department of Education

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182 Tremont Street, Boston 02111

February 16, 1972

OFFICE OF THE COMMISSIONER

TO: Chairmen of School Committees and
Superintendents of Schools

FROM: Neil V. Sullivan
Commissioner of Education

RE: Census Obligations under the
Bilingual Education Act

The fall statistical report which local districts recently filed with the Department was to include data collected in satisfaction of the requirements of Chapter 72, Section 2, which reads in part as follows:

"The school committee of each town shall ascertain and record the names, ages and such other information as may be required by the department of education, of all minors residing therein between five and sixteen, and of all minors over sixteen who do not meet the requirements for the completion of the sixth grade of the public schools of the town where he resides. The school committee of each town shall also ascertain the number of pupils, regardless of age, whose parents or guardians are residents of the town and who are enrolled for full-time attendance, in kindergarten and grades up to and including grade twelve, in public and vocational schools and classes in the commonwealth and nonpublic schools anywhere."

and

"The annual school committee report shall set forth the number of children recorded as herein required, classified by ages, together with the number attending public or private schools, and the number not attending school, in any given year."

Chapter 1005 of the Acts of 1971 (The Bilingual Education Act) adds a new census responsibility to our local school systems by requiring a count of resident children of limited-English speaking ability. Specifically this act requires the following:

"Each school committee shall ascertain, not later than the first day of March, under requirements prescribed by the department, the number of children of limited English-speaking ability within their school system, and shall classify them according to the language of which they possess a primary speaking ability."

and

"When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in private school systems, twenty or more children of limited English-speaking ability in any such language classification, the school committee shall establish, for each classification, a program in transitional bilingual education for the children therein; provided, however, that a school committee may establish a program in transitional bilingual education with respect to any classification with less than twenty children therein."

To meet the obligations imposed by these standards, we expect that normal future practice will be for school districts to combine the Bilingual Census with the annual registration required under Chapter 72, Section 2. However, for this year only I must ask all school systems to comply with the Bilingual Education Act by taking a special

TO: Chairmen of School Committees and
Superintendents of Schools
February 16, 1972
Page 3

census this Spring so that the programs called for by the Act can be put into operation this Fall. Recognizing the time limitations you face, we ask that you make the best possible effort to identify all resident children for whom bilingual programs will be appropriate.

It is important that the census be conducted this March, both to meet the requirements of the law and also for the guidance of the General Court in making an appropriation to reimburse the program costs for 1972-1973. For this reason we are sending you the enclosed forms.

Your completed data should be returned to Robert Watson, Director of the Bureau of Curriculum Services, who is taking responsibility for the bilingual education program until the unit established by the legislation is organized and functioning. Mr. Watson will be communicating with you further about the various program requirements and provisions for reimbursement. The Department needs the returns by April 1st.

All matters of census information will be handled by the Bureau of Equal Educational Opportunity, and any questions on census methods and your reports on

TO: Chairmen of School Committees and
Superintendents of Schools
February 16, 1972
Page 4

census data should be addressed to Charles Glenn, Director,
Bureau of Equal Educational Opportunity, 182 Tremont Street,
Boston, 02111.

A closely related issue to that of the bi-lingual census is that of identifying children who are not enrolled in school for general reporting and reimbursement purposes, and to assure that they receive an education. Many communities find that they must employ extraordinary measures, and involve other agencies as well as the schools and their attendance officers, to reach these children and to meet the requirements of Section 2 of Chapter 72.

I have directed the Bureau of Equal Educational Opportunity to compile a report for the Board of Education on methods which are currently in use or are planned to reach children who are not in school, particularly those of limited English-speaking ability. I am going to ask you to send a brief report, in letter form, on the measures which you employed in compiling this data for 1971, and those which you plan for 1972, to Charles Glenn, by May 1st. We will then share the results of the survey with the Board of

TO: Chairmen of School Committees and
Superintendents of Schools

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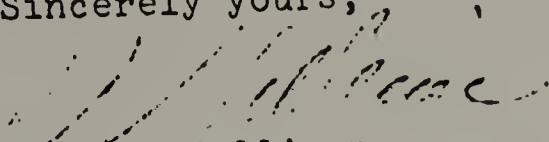
February 16, 1972

Page 5

Education and with each one of you. I believe that we will all find such a survey useful as we plan ahead.

We are not insensitive to the additional administrative burdens and costs this requirement of a special census will impose on our school systems, and we will try to be flexible and open minded in our administration of these matters. But, let me close by emphasizing that there are no obligations more basic to our responsibilities as educators than those of determining which students are attending school and which students are not-- and if not, why not? We must find ways to reach these children-- but first, we must locate the children!

Sincerely yours,


Neil V. Sullivan
Commissioner of Education

NVS/C1



DIVISION OF
CURRICULUM AND INSTRUCTION

The Commonwealth of Massachusetts

Department of Education

182 Tremont Street, Boston 02111

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Bureau of Transitional Bilingual Education

February 26, 1973

M E M O R A N D U M

TO: Chairmen of School Committees, Superintendents of School,
Program Directors

FROM: Ernest J. Mazzone, Director, Bureau of Transitional
Bilingual Education

SUBJECT: Census Obligations Under The Bilingual Education Act

Chapter 71A, The Transitional Bilingual Education Act requires the following: "Each school committee shall ascertain, not later than the first day of March, under regulations prescribed by the department, the number of children of limited English-speaking ability within their school system, and shall classify them according to the language of which they possess a primary speaking ability".

The Act further specifies that, "When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in existing private school systems, twenty or more children of limited English-speaking ability in any such language classification, the school committee shall establish, for each classification, a program in transitional bilingual education for the children therein provided, however, that a school committee may establish a program in transitional bilingual education with respect to any classification with less than twenty children therein."

The fall statistical data which local school districts filed with the Department was to include data collected in satisfaction of the requirements of Chapter 72, Section 2.

In order to meet the requirements of these standards it is expected that school districts combine the Bilingual Census with the annual registration required under Chapter 72, Section 2.

In a memorandum dated September 8, 1972 the Bureau of Transitional Bilingual Education submitted to each local school district a detailed packet outlining its responsibility under the statute.

Memorandum on March Census

page 2

Briefly it requires each school district to count children of limited English-speaking ability in and out of school by conducting a census in the homes and in the schools.

Thus far some school districts have submitted census reports to the Department which reflects both an in-school and in-home count. In many instances school districts have reported only an in-school count.

It is expected that the in-home count be completed by March 1, 1973.

Enclosed are copies of the required reporting forms. These forms may be duplicated. It should be noted that Forms C-0-73 and C-00-73 are model questionnaires which may be used to gather essential information needed to identify and place children of limited English-speaking ability. Use of these questionnaires of course, is discretionary.

THE DEADLINE FOR SUBMISSION OF STATISTICAL DATA TO THE BUREAU OF TRANSITIONAL BILINGUAL EDUCATION OF THE IN-SCHOOL AND IN-HOME CENSUS COUNT FOR THE CURRENT SCHOOL YEAR IS APRIL 2, 1973.

MAIL ALL CORRESPONDENCE TO:

Ernest J. Mazzone, Director
Bureau of Transitional Bilingual Education
182 Tremont Street
Boston, Mass. 02111

APPENDIX D

GUIDELINES FOR IDENTIFICATION AND STUDENTS'
PLACEMENT IN TBE PROGRAMS



The Commonwealth of Massachusetts

Department of Education

182 Tremont Street

Boston, 02111

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Bureau of Transitional Bilingual Education

September 8, 1972

CRITERIA FOR DETERMINING AND PLACING STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY

- A. All children of limited English-speaking ability. This shall mean those children who meet the statutory requirements of native tongue and parentage, and who have difficulty performing ordinary classwork in English due to problems in handling the English language.
- B. Placement
1. Review of documents and transcripts of the children by a bilingual person who speaks the same language as the child and knows the child's cultural background. (School marks, teachers' anecdotal records and judgement, data from social agencies, etc.)
 2. Interview of child and parents in the first language by a bilingual guidance or pupil adjustment counselor, community liaison or other qualified person.
 3. An oral interview in English of the child to determine his/her comprehension:
 - a. Comprehension - understands what is said or asked by the interviewer without any responses
 - b. Imitation - imitates the model (may be used to judge pronunciation)
 - c. Repetition - able to repeat what has been said without a model
 - d. Variation - able to change the pattern by substituting certain words
 - e. Selection - able to use what has been learned and respond to it with a different phrase or sentence.
 4. Tests
NOTE: Test interpretation should allow for cultural differences
 - a. aural-oral proficiency
 - b. reading and writing
 - c. others

CRITERIA FOR DETERMINING AND PLACING STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITYC. Procedure

It is the duty of the local school district to seek out children of limited English-speaking ability.

1. One designated person or persons (guidance counselor, director, teacher or other qualified person who speaks the native language of the child) shall review and evaluate the child's transcripts and documents.
2. The child shall be interviewed by a native-speaking person or persons to determine his background, goals and interests. (Use the attached questionnaire as a model.)
3. The child shall be interviewed in English by a qualified English teacher to determine his/her knowledge of the English language.
4. After the evaluation of documents and the interviews, the child shall be given tests to determine his/her level of proficiency in the English language.
5. According to the results of:
 - a. examination of records,
 - b. evaluation of interviewer(s),
 - c. test results,the child shall be placed in the appropriate grade or level in a Transitional Bilingual Program or in an English-speaking class.
6. Within ten (10) days after the placement of the child in a Transitional Bilingual Education Program, inform the parent of this fact in writing and by mail in English and in the first language of the home.

NOTE: The responsibility of placing the student and subsequent notification of such rests with the school administration. See regulation #45.

APPENDIX E

CRITERIA FOR THE DETERMINATION OF
BILINGUAL TEACHER COMPETENCIES
IN LANGUAGE SKILLS AND CULTURE



The Commonwealth of Massachusetts

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Department of Education

182 Tremont Street, Boston 02111

DIVISION OF

CURRICULUM AND INSTRUCTION Bureau of Transitional Bilingual Education

MEMORANDUM

August 24, 1972

TO: Chairmen of School Committees, Superintendents of School and Directors of Teacher Training Programs

FROM: Ernest J. Mazzone, Director - Bureau of Transitional Bilingual Education

SUBJECT: Criteria to Determine Bilingual Teacher Competencies in Language Skills and Culture

In accordance with provisions set forth under Chapter 71A, Section 6 of the Acts of 1971, Transitional Bilingual Education, the State Board of Education herein issues criteria to determine a bilingual teacher's competencies in language skills and culture.

The Bureau of Teacher Certification and Placement will certify an individual as a teacher of bilingual education as defined in the Law when that individual has met the requirements stipulated in Chapter 71A and the Regulations for Certification of Teachers of Transitional Bilingual Education. Evidence that an individual possesses competencies in language skills and culture is only a part of those requirements.

The enclosed criteria and approval procedures are issued to local school districts and teacher training institutions to enable them to assist in determining that individuals have met this part of the certification requirement.

Inasmuch as many Massachusetts cities and towns shall be conducting bilingual programs beginning in September, 1972 and inasmuch as bilingual teachers teaching in these programs must be certified by the Bureau of Teacher Certification and Placement, you are asked to submit in writing to the Bureau of Transitional Bilingual Education a plan stating the methods to be utilized to assist in determining that individuals possess competencies in language skills and culture. The plan must reflect procedures required by the Bureau of Transitional Bilingual Education such as establishment of a Board of Examiners as specified. The deadline for submission of plans is September 30, 1972.

Your cooperation in this effort is recognized.

PLEASE ADDRESS ALL INQUIRIES TO:

Ernest J. Mazzone, Director
Bureau of Transitional Bilingual Education
Telephone: 727-8300

EJM/jd
enc: 1



The Commonwealth of Massachusetts

Department of Education

182 Tremont Street

Boston, 02111

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Bureau of Transitional Bilingual Education

December 6, 1972

MEMORANDUM

TO: Chairmen of School Committees
Superintendents of Schools
Program Directors
Community Agencies Coordinators

FROM: Ernest J. Mazzone, Director

SUBJECT: Parent Advisory Councils, Transitional Bilingual Education

In accordance with the provisions of Chapter 71A and regulations issued by the Department of Education, school districts required to provide programs in Transitional Bilingual Education effective for the school year 1973-74 shall establish a Parent Advisory Committee (PAC) on Transitional Bilingual Education.

Letters of Intent for programs in Transitional Bilingual Education effective for the 1973-74 school year and which will be submitted to the Bureau of Transitional Bilingual Education on January 30, 1973, must include plans to meet the regulations and guidelines for parental involvement in Transitional Bilingual Education.

Attached to this memorandum is a copy of the Guidelines for Parental Involvement in Transitional Bilingual Education Programs. These guidelines with accompanying regulations will be utilized to establish Parent Advisory Councils in accordance with the provisions of Chapter 71A, Transitional Bilingual Education Act.

It should be noted that plans for the summer of 1973 and the school year 1973-74 will be submitted to the Bureau of Transitional Bilingual Education on April 30, 1973. Before such plans are submitted to the Bureau of Transitional Bilingual Education, they must be submitted in advance to the Chairman and each member of the Parent Advisory Committee. Consequently Parent Advisory Councils must be established immediately to insure adequate involvement of parents in the planning of Transitional Bilingual Education Programs for the next school year.

CRITERIA TO DETERMINE BILINGUAL TEACHER COMPETENCIES IN LANGUAGE SKILLS AND CULTURE

Chapter 71A, Section 6 of the Acts of 1971, Transitional Bilingual Education, establishes requirements for the granting of certificates to teachers of Transitional Bilingual Education who possess such qualifications as are prescribed in the Law. A school committee or an approved teacher preparatory institution, using criteria established by the Board of Education, may determine that an individual possesses a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability. A statement to this effect signed by a superintendent of schools or the appropriate administrator of the preparing institution and approved by the Director of the Bureau of Transitional Bilingual Education may be submitted as evidence that an individual meets this requirement.

The Board of Education of the Commonwealth of Massachusetts herein issues criteria to determine a bilingual teacher's competencies in language skills and culture in accordance with Chapter 71A, Section 6, Acts of 1971. The criteria established by the Board of Education as given below are applicable to teachers teaching content in non-English languages and to teachers teaching the language itself and to teachers teaching the culture of the language considered.

1. To determine that an individual possesses a speaking and reading ability in a language other than English he must meet the Foreign Service Institute Native or Bilingual Proficiency rating S-4 and R-4.

S-4. Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

R-4*. Able to read all styles and forms of the language pertinent to professional needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in his special field including official and professional documents and correspondence; can read reasonably legible handwriting without difficulty.

***Note:** Chinese: Special consideration given to languages such as Chinese and Japanese.

2. To determine that an individual possesses communicative skills in English he must meet the Foreign Service Institute Minimum Professional Proficiency S-3 and R-3.

S-3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

R-3. Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field. Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms.

3. To determine that an individual possesses an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability he must meet the Modern Language Association Statement of Qualification for Teachers of Modern Foreign Languages as adapted below.

An understanding of the cultural and linguistically different people and their culture such as is achieved through travel and residence abroad, through study of systematic descriptions of the other culture, its geography, history, art, social customs, and contemporary civilization.

Approval Procedures

To insure that school committees and approved teacher preparatory institutions meet the criteria established by the Board of Education, the Bureau of Transitional Bilingual Education requires that the following procedures be met:

1. Establish a Board of Examiners to assist the school committee or the approved teacher preparatory institution in verifying possession of the skills and competencies required by law and the proficiency specified in the criteria.

The following guidelines will be observed:

- a. The Board of Examiners will be composed of a minimum of three members.

1. The first member shall be an educator who possesses language competency and cultural awareness equivalent to the FSI

ratings S-4 and R-4 and the MLA rating for cultural awareness adopted by the Board of Education.

2. A second member shall be an administrator, and
3. A third shall be a member of the community of the language being examined. The community member shall be chosen by a committee made up of parents and community representatives of the language being served. Parent Advisory Councils should be utilized to implement this requirement.
- b. The Board of Examiners may require written examinations of a formal or informal nature to determine competency in reading and writing.
- c. The Board of Examiners shall interview each candidate orally to determine speaking facility, awareness of culture and knowledge of history and customs.
- d. Appointment to the Board of Examiners shall be by the local school committee or approved teacher preparatory institution renewable each year.
2. Submit in writing to the Bureau of Transitional Bilingual Education a plan stating the methods to be utilized to meet the criteria.
3. The Bureau of Transitional Bilingual Education shall:
 - a. Approve all plans,
 - b. Reserve the right to participate in the interview and examination process,
 - c. Approve evidence attesting that an individual meets all the requirements,
 - d. Submit a statement of approval that an individual meets all the requirements to the Bureau of Teacher Certification and Placement.

APPENDIX F

GUIDELINES FOR PARENTAL INVOLVEMENT
IN BILINGUAL PROGRAMS

GUIDELINES FOR PARENTAL INVOLVEMENT IN TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

WHEN

1. January, 1973 — Each local bilingual program shall organize a Parent Advisory Committee (PAC) according to the guidelines set forth by the Bureau of Transitional Bilingual Education.
2. The submission of plans for Transitional Bilingual Education programs for the 1973-1974 school year must comply with section forty-one (41) of the Regulations:

After the 1972-1973 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each of the members of the Parents Advisory Committee.

HOW

1. The Superintendent is responsible for assigning an appropriate person (the director or the head teacher of the bilingual program) to develop the Parent Advisory Committee for the bilingual program of each linguistic group. Minimum membership will be *five* parents in each PAC. A single PAC will represent a maximum of three hundred (300) students.
2. Bilingual teachers through contacts with the parents can identify and recommend potential members.
3. Bilingual coordinators, teacher aides and related community agencies can disseminate information regarding the PAC concept.
4. Incentive for membership should be provided through social and educational activities relevant to the community involved. Assistance in fulfilling this responsibility may be sought from community-based organizations.
5. The possibility of providing a stipend to parents for attending PAC meetings should be explored through Model Cities, CAP agencies, Urban Leagues, etc.
6. A training program should be provided for the parents to prepare them to fulfill their duties as members of PAC.
7. The location for meetings should be decided by the membership so as to avoid any element that could be discomforting to persons of other cultures. Meetings could well be conducted in community centers, parish halls, social clubs, homes, etc.

WHY

1. The Bureau of Transitional Bilingual Education is charged by law to provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the planning, development and evaluation of Transitional Bilingual Education programs in the districts serving their children.

2. The Regulations of the Law provide specific norms for Parent Participation in sections 38, 39, 40, 41 and 42. (Those regulations are reprinted here as an appendix).
3. The participation of parents in the individual Transitional Bilingual Education programs for their children is an inherent right of the linguistic communities involved.

WHO

1. Membership in each single linguistic PAC should consist of a minimum of five parents and the following general composition:
 - a. Any parent of children presently in the program.
 - b. Other community representatives recommended by the parents or approved by them.
 - c. A minimum of one student representative.
2. Membership in the Master PAC — in multilingual or extensive bilingual programs should include:
 - a. Parent representation from each linguistic minority or local PAC.
 - b. Representation from community, civic, educational, social and religious organizations who relate to the interests of the parents.
 - c. Student representation.

Note: The position of full-time Parent Advisory Committee Coordinator for multilingual and extensive bilingual programs may be included in the budget as a reimbursable item.

3. Other participants at meetings by invitation could include:
 - a. School administrators.
 - b. Teachers in the bilingual program or in the regular classes of the schools involved.
 - c. Community coordinators, teacher aides, student advisors, etc.
 - d. Any other members of the community whose expertise can contribute in a positive way to the success of the program.

- Note:*
1. Membership of non-parents is by recommendation and group consensus.
 2. The chairman is elected from and by the membership.
 3. Bi-monthly meetings shall be scheduled, although more frequent meetings may be called as needed.

WHAT

Responsibilities of the PAC shall include the following:

1. To become familiar with the bilingual program, its functions in the community and how it should be affecting their children in the home.
2. To serve as an advisory body to the school in all phases of the bilingual program.

3. To review, make recommendations and pass a final decision in writing, over a minimum timetable of thirty days, on the validity of the plan for the bilingual program to be submitted annually by the school committee through the superintendent to the Bureau of Bilingual Education as specified in the Regulations.
4. To participate in the interviewing process of candidates for all bilingual positions in the program. (Any PAC member employed in the program is automatically excluded from this function.)
5. To disseminate information on bilingual education throughout the community.
6. To identify newly-arrived families of the various linguistic groups and extend the services of the bilingual program to the children.
7. To organize interest groups that will stimulate parent participation in school activities.
8. To reinforce cultural awareness.
9. To serve as a pressure group for the total implementation of the bilingual law in the programs in the area or the linguistic group represented by each PAC.
10. To participate in an appeals process regarding controversial issues between the students in the bilingual program and the School System.
11. To contribute in any way possible to the improvement and the enrichment of the bilingual program designed by law to benefit their children.

APPENDIX G

SURVEY QUESTIONNAIRE, PARENT ADVISORY COUNCILS

C U E S T I O N A R I O

El objeto de este cuestionario es obtener información sobre la opinión de los padres de familia sobre el programa de Educación Bilingüe en éste lugar.

Mucho le agradeceremos se sirva usted responder con toda sinceridad a las preguntas de este cuestionario.

INSTRUCCIONES PARA RESPONDER ESTE CUESTIONARIO

1. Lea cuidadosamente cada una de las preguntas antes de marcar su respuesta.
2. Cada una de las preguntas tiene cinco diferentes posibilidades. Usted debe escoger la que mejor describa su opinión.
3. Cuando usted haya escogido la posibilidad que mejor describa su opinión, sirvase marcar con una X en el lugar correspondiente.

Ejemplo

A continuación vamos a presentar un ejemplo que servirá para que usted se entrene en responder las preguntas del cuestionario.

Supongamos que le hacen la siguiente pregunta:

	Muy de acuerdo	De acuerdo	No opino	Desa cuerdo	Muy Desa cuerdo
a. Los maestros deben enseñar buenas maneras a sus alumnos.....	(X)	()	()	()	()

Si usted esta muy de acuerdo con esta pregunta usted habra marcado con una X el lugar correspondiente a la posibilidad "MUY DE ACUERDO"

ESTE CUESTIONARIO ES ANONIMO. NO ES NECESARIO QUE PONGA SU NOMBRE.

SI ALGUNA DE LAS PREGUNTAS NECESITAN ACLARACION, LLAMEME.

	Muy de acuerdo	De acuerdo	No opino	Desa cuerdo	Muy Desa cuerdo
1. La escuela que usa en la enseñanza de sus hijos Inglés y Español es mejor que la escuela que usa únicamente Inglés.....	()	()	()	()	()
2. El programa de Educación Bilingue en el que participan sus hijos ha sido efectivo para la educación de sus hijos.....	()	()	()	()	()
3. Al final de la participación de sus hijos en el programa de Educación Bilingue, ellos funcionarán en la escuela como los estudiantes americanos.....	()	()	()	()	()
4. El programa de Educación Bilingue en el que participan sus hijos, ha desarrollado en ellos una actitud positiva hacia la escuela.....	()	()	()	()	()
5. Sus hijos se ven más contentos y alegres como los demás niños desde que participan en el programa Bilingue.....	()	()	()	()	()
6. Es necesario que los padres participen en los asuntos relacionados con el programa bilingue...	()	()	()	()	()

	Muy de acuerdo	De acuerdo	No opino	Desa cuerdo	Muy Desa cuerdo
7. Los padres de familia deben cooperar con los administradores de la escuela, los maestros, etc.....	()	()	()	()	()
8. Los padres de familia deben cooperar en el mejoramiento de las relaciones entre la escuela y el hogar	()	()	()	()	()
9. La participación continua de los padres de familia ayuda al programa de Educación Bilingüe.....	()	()	()	()	()
10. La escuela debe <u>con</u> sultar con la <u>organi</u> zación de padres de familia antes de hacer decisiones importantes sobre la educación de sus hijos.....	()	()	()	()	()
11. La organización de padres de familia necesita entrenamiento para participar mejor en los asuntos de educación en el programa bilingüe...	()	()	()	()	()
12. Al término de la participación de su hijo en el programa bilingüe, cree usted que el debe continuar en algun otro programa para mantener su idioma nativo y su cultura.....	()	()	()	()	()

	Muy de	De	No	Desa	Muy Desa
	acuerdo	acuerdo	opino	uerdo	uerdo

13. Al termino de la
participación de su
hijo en programa
bilingue, él tendra
la capacidad de ser
bilingue..... () () () () ()

F I N

GRACIAS.

SURVEY QUESTIONNAIRE PARENT ADVISORY COUNCIL
(English Translation of the Items)

The answers to each question vary between these five alternatives: Totally Agree; Agree; No Opinion; Disagree; Totally Disagree.

1. The school which uses English and Spanish in teaching, is better than the school which uses only English.
2. The bilingual program in which your children are participating, has been effective in their education.
3. At the end of their participation in the bilingual program, your child will be able to function as well as the American students.
4. The bilingual program in which your children have participated, has developed a positive attitude toward school in them.
5. The bilingual program has developed the self-identity of your child.
6. Parents should participate in the issues related to the bilingual programs.
7. Parents should cooperate with the teachers and administrators.
8. Parents should cooperate in the improvement of home-school relations.
9. The continuous participation of the parents will improve the bilingual program.
10. The school should consult the parents' organization before making important decisions about the education of the students.
11. Parents need training so that they may better participate in the educational issues of the bilingual program.
12. At the end of the bilingual program, your child should participate in some program of language and culture maintenance.
13. At the end of the bilingual program, your child will function bilingually.

APPENDIX H

TBE BUREAU PROGRAM REPORT FISCAL YEAR 1973

PROGRAM REPORT

In its first full year of operation the Bureau of Transitional Bilingual Education was engaged in a number of programs and activities related to the provisions of Chapter 69, Section 25, Bureau of Transitional Bilingual Education and Chapter 71A Transitional Bilingual Education.

As required in the statute the project director shall file a quarterly report with the Board of Education, the Clerk of the House of Representatives and the Clerk of the Senate.

This is a report for Fiscal Year 1973. It shall deal with programs and activities for the entire year; subsequent reports shall be submitted quarterly according to the following schedule:

First quarter - - September 30

Second quarter - December 31

Third quarter - - March 31

Fourth quarter - June 30

The following Transitional Bilingual Education Bureau staff members participated in the preparation of this report: Mr. Demetri Antoniou, Senior Supervisor Bilingual Education, Mr. Ildeberto Pereira, Senior Supervisor Bilingual Education, and Mr. Juan Rodriguez, Supervisor Bilingual Education.

This report was compiled by Mr. Ernest J. Mazzone, Director of the Bureau of Transitional Bilingual Education.

PROGRAM: General Supervision of the Transitional Bilingual Education Act, 1971: Review project proposals. Monitor and evaluate implementation of the Act. Disburse funds.

OBJECTIVES:	ACTIVITIES:
<p>1. To formulate regulations provided for in said Chapter.</p>	<p>1.1 Established a committee on regulations finalize a set of General Regulations 1. July 1, 1972.</p> <p>1.1.1 Submitted to the Board of Education for approval. Approved July 18, 1972</p> <p>1.2 Formulated guidelines, criteria, checklists and other related documents as follows:</p> <p>1.2.1 Procedures to apply for fiscal 1973 Transitional Bilingual program approval with checklist. Completed August, 1972.</p> <p>1.2.2 Criteria to determine bilingual teacher competencies in language skills and culture. completed August 1, 1972.</p> <p>1.2.2.3 Submitted to the Board of Education for approval August 22, 1973.</p> <p>1.2.2.4 LEAs submitted letter of Intent for program approval.</p> <p>1.2.2.5 LEAs submitted final application forms for program plan approval for fiscal 1974. Census obligation packet including forms and criteria to be utilized to determine children of limited English-speaking ability. completed</p>

2. To disburse funds for approved programs.

3. To review and evaluate school year 1972-73 project proposals.

- 2.1 Processed fiscal 1973 claims for reimbursement -- October 15, 1972
- 2.2 Submit claims for reimbursement to the State comptroller's office November 15, 1972. 168
- 3.1 Each supervisor reviewed each project submitted (60 proposals) and made recommendations for approval to Bureau Director continuous
- 3.1.1 Composite analysis of all recommendations submitted to LEA
- 3.1.2 LEA notified of modifications needed continuous
- 3.1.3 LEA required to submit modifications continuous

PROGRAM: General Supervision of Transitional Bilingual Education-continued

OBJECTIVES

ACTIVITIES:

4. To monitor and evaluate the implementation of the Act.

- 4.1 Each school district having a new Transitional Bilingual Education program was monitored a minimum of one time between April 1, 1973 and June 30, 1973 by staff members.
- 4.2 Transitional Bilingual Education programs in the state were monitored once between March 1, 1973 and June 30, 1973 by a team composed of Department staff members and consultants and community and personnel. The cities were: Lawrence Boston, Springfield, New Bedford.
- 4.2.1 A written report of the findings was prepared before September 1, 1973

5. To consult with other public departments and agencies, including but not limited to the Department of Community Affairs, Department of Public Welfare, Division of Employment Security, Mass. Commission Against Discrimination in connection with the administration of Chapter 71 A.

- 5.1 Meetings and contacts with representatives of each of the above agencies to explore relationships between said agencies and Transitional Bilingual Education was held.

PROGRAM: Curriculum Development Develop State-wide curriculum guides curriculum resource centers. Develop testing program and assist local school committees in implementing the mandates of Transitional Bilingual Education Curriculum.

OBJECTIVES:

ACTIVITIES:

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| <p>1. To provide leadership to local school districts to enable them to study, review and evaluate all available resources and programs directed toward meeting the language capability needs of children and adults of limited English-speaking ability. This will be brought about as follows.</p> | <p>1.1 Organized and conducted two series of work-shops utilizing outside consultants of two days duration at each of the six regional offices, April-May.</p> <p>1.2 Co-sponsored the Bilingual Education Conference held at Boston University before November 17 and 18, 1972</p> <p>1.3 Each school district having a Transitional Bilingual Education program was assisted by a minimum of one Supervisory Staff visit to carry out this objective continuous.</p> <p>1.4 Most school districts having a Transitional Bilingual program were serviced on the spot a minimum of one additional time.</p> |
| <p>2. To compile information about the theory and practice of Transitional Bilingual Education in the Commonwealth and elsewhere.</p> | <p>2.1 Established strategies to meet this objective with the help of the staff and the advisory council.</p> |
| <p>3. To encourage experimentation and innovation in Transitional Bilingual Education through in-service education, school visits and effective dissemination.</p> | <p>3.1 Arranged for visits to the the ESEA Title III, Framingham Multi-Lingual Innovative Program to directors and superintendents of Transitional Bilingual Education programs in the State continuous.</p> <p>3.2 Three staff members served on evaluations of ESEA III Bilingual projects. This served as a basis for resource and dissemination of administrative priorities.</p> |

OBJECTIVES:	ACTIVITIES
<p>4. To make recommendations to the Department in areas of curriculum development, testing and testing mechanisms, and the development of materials for Transitional Bilingual Education</p>	<p>3.2 Co-sponsored a bilingual conference at the University of Mass., Amherst, May 30, June 3, 1972.</p> <p>4.1 Establish standards to improve instruction in bilingual/bicultural programs and apply these standards to approve projects eligible for reimbursement in fiscal 1974 (as used here the meaning of standard is, "a means to determine the suitability of the instruction in Transitional Bilingual Education programs including facilities and equipment.)</p> <p>4.2 Prepared a test bibliography to allow local school districts to meet the annual State requirement of an examination in the oral comprehension, speaking, reading and writing of English to be administered annually to all children of limited English-speaking ability in a Transitional Bilingual Education program.</p> <p>4.2.1 Established a <u>Testing Committee</u> out of the State Advisory Council for Transitional Bilingual Education - October 1, 1972.</p>

PROGRAM: The Department will cooperate with local school committees¹⁷¹ to seek ways and means of taking the Census. The Department will enforce this mandate.

OBJECTIVES:

1. To assist the local school districts to find ways and means to take the Census.

2. To insure that the Census obligation is being met.

ACTIVITIES:

1.1 Briefed local school districts and local community agencies on requirements, expectations and strategies to conduct the Census.

1.1.1 Conducted a Workshop in Boston collaboratively with the Office of Equal Opportunity and the Bureau of Transitional Bilingual Education on the respective roles and responsibilities of the schools and the local community agencies -- September 15, 1972.

1.2 Prepare Census obligation packet for local school districts -- September 15, 1972 to include forms and criteria to utilize to determine children of limited English-speaking ability.

2.1 Analyzed data from the in-school count to determine the existence of any discrepancies. continuous

2.2. Follow up investigations by staff visits and consultation with local community agencies in cases of inaccurate reporting were held continuous

PROGRAM: To bring about maximum practical involvement of parents and the community in the development, planning, implementation and evaluation of Transitional Bilingual Education as provided in Chapter 71A.

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OBJECTIVES:

ACTIVITIES:

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| <p>1. To provide for the maximum practical involvement of parents of children of limited English-speaking ability in the planning, development, and evaluation of Transitional Bilingual Education programs in the districts serving their children for the 1973-74 school year and thereafter.</p> | <p>1.1 Established a Parent Advisory Council Committee from the State Advisory Council on Transitional Bilingual Education to prepare guidelines for PAC organization and responsibilities--November 8, 1972.</p> <p>1.1.1 Prepared and promulgated guidelines to local school districts--November 30, 1972</p> <p>1.2 Conducted a series of Workshops for school personnel and parents to interpret Parent Advisory Council Guidelines at the six Regional Offices Completed February 1973.</p> |
| <p>2. To provide for the maximum practical involvement of parents of children of limited English-speaking ability, teachers and teacher aides of Transitional Bilingual Education, community coordinators, representatives of community groups, educators and laymen knowledgeable in the field of Transitional Bilingual Education in the formulation of policy relating to the administration of Chapter 71A.</p> | <p>2.1 Conducted PAC -Community Agency-School workshops at the regional offices to plan strategies to bring about this mandated objective February 1973</p> <p>2.2 utilized the services of the Bureau of Equal Educational Opportunity to effect PAC involvements continuous</p> |

PROGRAM: Prepare material for Dissemination of Information FY 73 (30646)

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OBJECTIVES:

ACTIVITIES:

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| <p>1. To provide information on the improvement of instruction through the development and dissemination of such publications as periodic lists of new materials in bilingual education, newsletters, notices of in-service opportunities, workshops and conferences, and other related media to be continued through April, 1973</p> <p>2. Disseminate to local school districts and other agencies materials of an informative nature relating to Transitional Bilingual Education through January 1973.</p> | <p>1.1 Prepare, print, and distribute bibliographies of texts and instructional material in bilingual education as follows:</p> <p>1.1.1 Bibliography for Portuguese (mimeo) August 15, 1972.</p> <p>1.1.2 Bibliography for English, Italian, and Spanish (Offset) September 1, 1972</p> <p>1.2 Cooperate in the preparation, printing and distribution (offset) of semi-annual newsletter MATSOL</p> <p>2.1 Prepared, printed and distributed the following:</p> <p>2.1.1 The Law, Chapter 71A--July 1, 1972</p> <p>2.1.1 The Law, Chapter 71A--July 1, 1972</p> <p>2.1.2 A Synopsis of the Law--July 15, 1973.</p> <p>2.1.3 Permanent Regulations--July 25, 72</p> <p>2.1.4 Procedures to apply for summer programs--July 1, 1972</p> <p>2.1.5 Procedures to apply for fiscal 1973 Transitional Bilingual Education program approval with checklist.</p> <p>2.1.6 Criteria to determine bilingual teacher competencies in language skills and culture--Sept. 1. 1972.</p> <p>2.1.7 Census Obligation packet September 15, 1972 to include forms and criteria to utilize to determine children of limited English-speaking ability.</p> <p>2.1.8 Preliminary application procedures for fiscal 1974</p> <p>2.1.9 Guidelines for Parent Advisory Council, November 30, 1972</p> <p>2.1.10 Final application procedures for fiscal 1974.</p> |
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OBJECTIVES:

ACTIVITIES:

- | | |
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| <p>3. Form a task force from the State Advisory Committee to deal with Public Information July 30, 1972. It will engage in the following activities:</p> | <p>3.1 Sought out financial resources outside of the state government to support Transitional Bilingual Education dissemination efforts.</p> <p>3.1.1 Contacted negotiated with Federal Office of Economic Opportunity and other related agencies to get funds for Transitional Bilingual Education dissemination--September 1, 1972.</p> <p>3.2 Set up with the University of Mass., Amherst, Bilingual Task Force a centralized clearing house for activities dealing with public information on Transitional Bilingual Education.</p> <p>3.2.1 The Public Information Task Force with the University of Mass., Amherst, arranged for the production of printed posters, television tapes and other related means to inform the public of Transitional Bilingual Programs.</p> <p>3.2.1.1. Prepare 1,500 copies of a poster prepares in seven languages which explains bilingual-bicultural education and the contact agencies for information--September, 1972.</p> <p>3.2. 1.2 Arranged to have posters distributed in MBTA trains and stations, post offices and other public facilities (such as schools) as well as banks, stores and local community agencies.</p> <p>3.2.1.3 Arranged for the production of T.V. tapes of one minute in length in seven languages to inform public of Transitional Bilingual Education programs and the law--September 15, 1972.</p> <p>3.2.1.4 Arranged for Public Service broadcasts of the T.V. tapes cited above on commercial T.V. channels September 15, 1972 through June, 1973.</p> <p>3.2.1.5 Arrange for public service broadcasts on radio to inform public of Transitional Bilingual Education programs.</p> <p>3.2.2 The Public Information task force with University of Mass., Amherst, arranged for the following:</p> |
|--|---|

OBJECTIVES:	ACTIVITIES:
<p>4. To disseminate to the news media information and progress reports on Transitional Bilingual Education programs during FY '73.</p>	<p>175</p> <p>3.2.2.1 The Director of the Bureau of Transitional Bilingual Education appeared on three local network commercial T.V. channels to discuss and explain Transitional Bilingual Education programs-- September, October, 1972 and February, 1973.</p> <p>3.2.2.2 The supervising staff of the Bureau of Transitional Bilingual Education appeared on commercial T.V.channels to discuss and explain Transitional Bilingual Education programs continuous</p> <p>3.2.2.3 The chairman of the State Advisory Committee on bilingual education appeared on several local T.V. channels and to explain and discuss Transitional Bilingual Education--Sept.October, 1972, Jan March, 1973.</p> <p>4.1 Arranged for a number of interview of Bureau staff by newspaper reporters from the Boston Globe, Herald-American, Christian Science Monitor newspaper as follows: from abroad or other comparable South American Newspaper, May 1973</p>

OBJECTIVES:

5. To exchange information, to share ideas, and maintain liaison with local school agencies, colleges, and the community through June, 1973.

ACTIVITIES:

- 5.1 Conduct workshops, seminars and conferences related to the major program areas of curriculum development, regulations, community involvement, and related activities. ¹⁷⁶
- 5.1.1 Conducted a public hearing on Transitional Bilingual Education regulations ¹⁷⁶
- 5.1.2 Conducted the following seminars to interpret regulations University of Mass., Amherst, North Andover Reg. Office, Boston Regional Office, Southeast Regional, Worcester Reg. and Springfield Regional. Boston Office
- 5.1.3 Conducted a major conference on Bilingual Education to include parent involvement issue at: Boston University before November 1972
- 5.1.4 Conducted workshops to interpret Parent Advisory Council Guidelines and fiscal 1974 application procedures. Regional offices.
- 5.2 Bureau staff participated and spoke at local community and school-sponsored meetings.
- 5.2.1 Staff member participated in meetings at the local level for each of the approximately sixty schools participating in Transitional Bilingual Education programs, Sept. 1972 through June 1973.
- 5.2.2 Staff members participated or spoke at state and out-of-state significant conferences

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